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ABSTRACT

This guide to the use of computer software in Spanish second language instruction contains a series of lesson plans based in part on software content. The topics covered by the lesson plans are common to Spanish level 1 and 2 courses, and are intended not as a sequential course but as a reference for teachers. All lessons involve computer use and are review lessons, designed to facilitate integration of computer-based instruction with instructor methods. Each plan indicates the features of the software used and suggests applications previously found to be effective. Each lesson plan also includes an application of the word processor in addition to the use of commercial software. An introductory section reviews classroom procedures for computer and software use. Lesson plans are organized by these topics: verbs, vocabulary, structures and forms, and the use of database, spreadsheet, and word processor software for special projects. Appended materials include software duplication guidelines, diskette care guidelines, a list of the computer Technical Assistance Centers in each of New York's five boroughs, and a list of software used in the lesson plans. (MSE)

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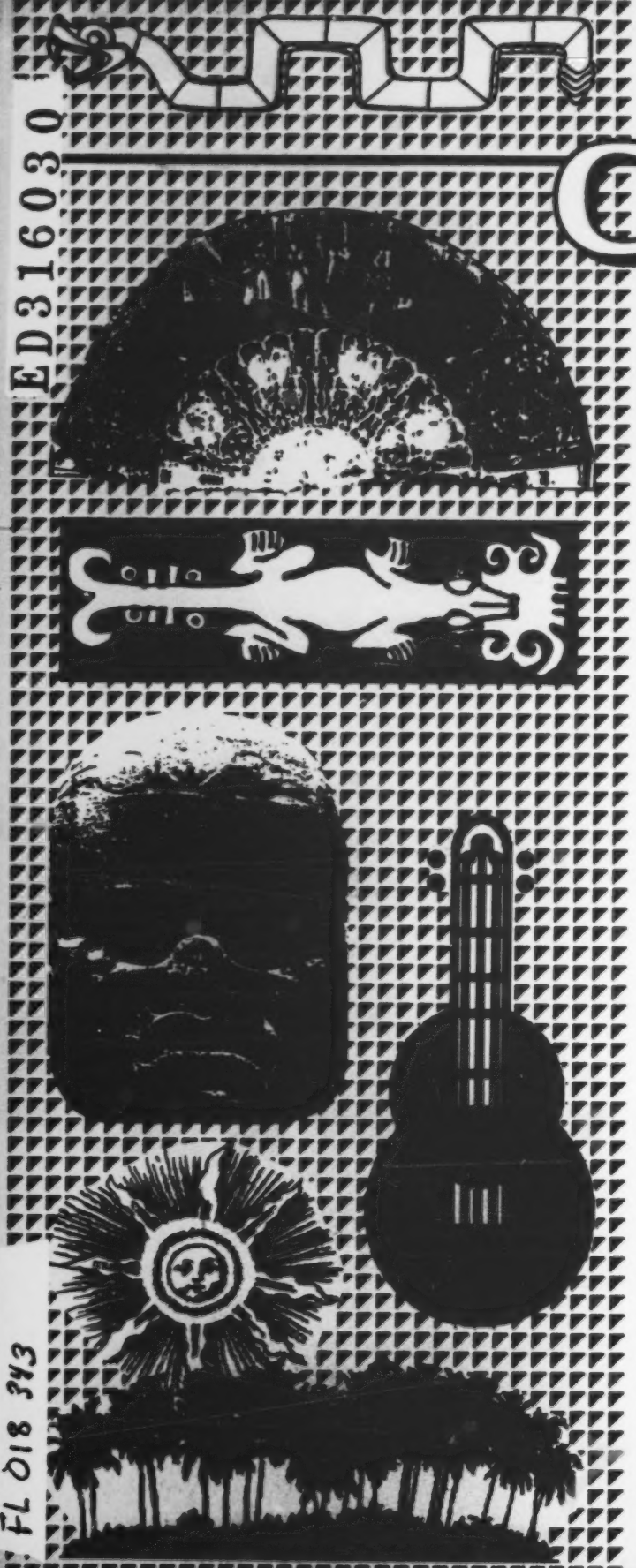

COMPUTERS *in the* SPANISH CLASSROOM

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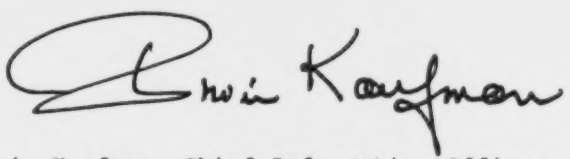
Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.



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Introduction - Notes on the Use of This Guide

Computers in the Spanish Classroom is a guidebook of reinforcement activities for related structures and vocabulary in Spanish through the computer. It contains a variety of lesson plans which cover topics that students will encounter in their study of Spanish in Levels I and II. It provides a relevant resource for foreign language teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction, as well as use alternative methodology.

This collection of suggested lessons is NOT intended as a sequential course, but rather as a reference and guide from which teachers may draw to the extent and in the manner they deem appropriate for their students. It should be further noted that lessons is this guide, all of which involve computer use, are REVIEW lessons and should not be used until the forms or structures to be mastered have already been presented and developed in a situational context. These lesson plans will facilitate the integration of computer-based instruction with the regular methods practiced by teachers. Lessons are flexible and may require more than one class period. Each plan indicates the features of the software, and represents a sharing of ideas on its applications by teachers who have already had successful experiences with computer-aided instruction.

Another feature of each lesson plan is that it includes an application of the word processor in addition to the use of commercial software. The teacher may opt to use either or both. Instructions for using the commercial software are included in each lesson. If a teacher also wishes to present the word processing portion of the lesson, the commercial software disk must be removed, a word processing disk inserted and the system rebooted. The last section of the guide contains lessons using Appleworks spreadsheet and data base software. Those who require more information on specific programs are referred to the Division of Computer Information Services publications Apple Tool Software and MS DOS Tool Software. Further assistance may always be obtained from your local Technical Assistance Center. (See "For More Help....")

It is expected that as teachers gain in experience with the computer as a teaching tool and in familiarity with the software content and flexibility of its use, they will not only utilize the plans increasingly, but will also devise many new strategies for future development of these materials.

Preface: Computers — Teaching Tools

Computers were obviously not in mind when antislavery preacher Henry Ward Beecher offered this defense of technology over a hundred years ago:

> "A tool is but an extension of a man's hand, and
> a machine is but a complex tool..."

We may nevertheless find in it encouragement in considering their applicability to teaching and learning. Teachers already seasoned in computer-based instruction understand its power in raising instructional effectiveness, and are free of unwarranted concern about bypassing human reason and the loss of affective considerations. Others, at the threshold of engaging this seemingly robotic methodology, may confidently expect that even these complex machines are simply extended tools of instruction. They are fully controlled by the instructor's hands as readily as the conventional ones - chalk, textbooks and the like.

Teachers may anticipate at least the following advantages to incorporating the computer into their regular instructional program:

- students may study individually, and yet together, on synchronized exercises
- each student is required to focus attention narrowly; the graphic, repeatable presentations and explanations may ensure a clearer understanding of the lesson's topic
- it allows a greater immediacy of active, individual response for a greater number of students
- it gives students immediate feedback to their responses
- students may work at their own pace rather than at the pace of an imaginary class median
- it makes possible a more extended contact with the subject matter, as an individual or as part of a small group
- it affords absentees a certain and convenient way to catch up on missed studies
- it opens up to teachers strategies to make more efficient use of class time than some traditional question-and-answer lessons
- students' responses are treated in a nonjudgemental way, which may make learning more comfortable for some students; it never gets tired of a demand for countless repetitions of the same instruction
- it may free the teacher of not just routine instructional tasks but also tiresome chores of keeping records of student needs and progress
- an additional varied approach to presentation and drill is made available

- it holds an intrinsic motivational quality that may increase student interest, concentration and retention

Experienced teachers will quickly recognize that these established advantages are thoroughly consistent with sound teaching practices and, skillfully applied, provide considerable support for their efforts to provide students with optimally effective and interesting instruction.

We are confident that the enclosed software will make teaching and learning a little more rewarding and enjoyable for you and your students.

Classroom Management Procedures

Thirty-six students working independently at 16 or more computer stations can easily lead to an almost chaotic confusion during a computer lab period, particularly if finding and distributing each student's working diskette takes too much time at the start. In addition, your ability to retrieve the performance information the program will record for each student depends upon carefully organizing the distribution and collection of the diskettes from the start. For these reasons, and a host of others, it is a good idea to think of classroom management procedures long before the computer lab period actually takes place, and to structure both the computer period and the computer room in ways that will make the period run smoothly and effectively.

In an ideal world each of your students would be able to work independently at a computer workstation, and that situation may exist in some classrooms at some times during the year. But most classes consist of 30 or more students and most computer labs of 16 or fewer workstations; the large number of workstations and the larger number of students require careful record keeping and classroom management. Students must work in a highly structured environment in the lab or they will accomplish much less than you expect them to.

The following outline of suggested procedures will help you create a structured computer lab; after a few periods in the lab you may want to modify the procedures to better suit your own needs.

I. Before the computer lab period.

1. If you are not familiar with the computers in your school, or not entirely comfortable with them, spend some time working with them on your own before you guide your students in using them. Your uncertainty or uneasiness about computers may leave you at a loss at some point in your lesson or be transmitted to those of your students who also feel intimidated by the machine. In either case it will have a negative effect on your lesson.

2. Preview the software you intend to use thoroughly. Learn what it does and how it works. Find out what background information your students will need to run the program --for example, what vocabulary they will have to know. Once 16 groups of students start working and, presumably, asking questions, it will be impossible to decipher anything about the program that you, and they, may find confusing.

3. Number each workstation in the computer lab clearly, so that you and the students can see the numbers easily.

4. The copyright of the enclosed diskettes belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of these diskettes for use in the New York City Public Schools, either in day or evening sessions, without obtaining further permission. Use the DOS diskcopy command to create one set of operating diskettes of the program you plan to use for each student in the lab, plus some extras in case a few of your copies don't function or are lost. Do this for each class with which you intend to use the program. After you have made as many copies as you need, place the original program diskette in a secure place for future duplication.

   If it isn't possible to copy one student working diskette for each member of the class, you can use one diskette at each workstation. However, the advantages of individual student diskettes outweigh the disadvantages, and by a wide margin. Diskettes are relatively inexpensive, particularly when they are ordered in large quantities, and you will be able to use them

year after year, virtually forever, simply be recopying the original program diskette over them whenever a class completes the program. In addition, providing each student with an individual diskette will prevent certain student generated errors from occurring and make classroom management and student evaluation much easier for you. Refer to the section of this booklet entitled "Software Duplication Guidelines" for copying instructions and for information about obtaining diskettes through a Bureau of Supplies contract.

5. Clearly label each diskette to coincide with one of the workstations--i.e., diskette number 14 must always be used at workstation 14. (Of course, any diskette will work at any station, but for classroom management purposes make sure the students follow this rule strictly.)

6. Divide your class into workstation groups of two, three, or four students, as needed. Look over the student combinations carefully before making final assignments. If you don't feel that a particular combination of students will work well together for an extended period of time, don't allow them to form a group. Once a group has been established, it will be necessary for those students to work together through each of the modules in the program, a procedure that can last for weeks.

7. Assign each group a work station number and keep a close record of the names of the group members and their group number. Each group should work at the same workstation through the entire program, and with the same student operating diskette. Each student operating diskette will eventually hold all of the records of only those students who use that diskette.

   If a student uses a different diskette each time he works, the records will be scattered among them all, and it will be difficult to retrieve them; for 30 or more students it would be too time consuming to be feasible.

8. As an extra precaution, label each diskette with the names of the students who will use it.

II. During the computer lab period.

1. At the beginning of the period have the students sit at their assigned workstations, with no exceptions. Then distribute the diskettes according to their corresponding numbers; the student names on the diskettes should also correspond to the students who are at each workstation.

2. At the end of the period collect the diskettes and store them in numerical order to make their distribution at the next period easier.

3. Once you have established workstation groups, assignments, and procedures, resist any temptation to make changes unless the changes will clearly be to your advantage. As in any classroom, the closer you follow established procedures, the more control you will maintain over the period and the more effective the use of the software will be.

Table of Contents

Foreword iii
Acknowledgments v
Introduction: How to Use This Guide vi
Preface vii
Classroom Management Procedures ix

I. VERBS 1
1. Present Tense of Regular -ar Verbs 3
2. Present Tense of Regular -er Verbs 7
3. Present Tense of regular -ir Verbs 10
4. Review of Present Tense of Regular -ar, -er, and -ir Verbs 14
5. Stem-changing Verbs: e to ie 17
6. Stem-changing Verbs: o to ue 20
7. Stem-Changing Verbs: e to i 23
8. Use and Conjugation of the Verb ESTAR 26
9. Use and Conjugation of the Verb SER 30
10. Differences in Usage Between SER and ESTAR 33
11. Review of the Uses of SER and ESTAR - I 36
12. Review of the Uses of SER and ESTAR - II 39
13. The Irregular Verb GUSTAR 42
14. Difference in Usage Between SABER and CONOCER 45
15. Irregular Verbs: DAR, IR, TENER, VENIR 48
16. Irregular Verbs: -go ending in the Present Tense 51
17. Recognition of Reflexive Verbs in the Present Tense 54
18. Conjugation of Reflexive Verbs in the Present Tense 56
19. The Present Participle (Gerund) 58
20. The Present Progressive Tense 61
21. The Past Progressive Tense 64
22. Polite Commands 67
23. Indirect (Implied) Commands 71
24. Review of Regular Verbs in the Preterite Tense 73
25. Review of Formation of the Preterite - Regular Verbs and the Irregular Verbs SER, IR, and DAR 76
26. Preterite Verbs Ending in -car, -gar, and -zar; Preterite for Vowel-Changing -ir Verbs 79
27. The Imperfect Indicative - Formation abd Usage 82
28. Uses of the Preterite and the Imperfect 84

II. VOCABULARY 87
29. The Calendar - Days of the Week 89
30. Months and Seasons 92
31. Weather and Seasons 95
32. Numbers 98
33. Telling Time 101
34. Foods 103
35. The House and its Parts 106
36. The Kitchen 109
37. The Living Room and its Contents 112
38. Bedroom and Bathroom Items 115
39. Travel 118
40. Leisure Time Activities 121
41. The Parts of the Body 124
42. Idioms With Hacer for Expressions of Time Periods 127

III. STRUCTURES AND FORMS 131
43. Subject Pronouns 133
44. Gender of Nouns 136

45. Plurals of Nouns 139
46. Uses of the Indefinite Article in Spanish (Creating Stories) 141
47. Uses of the Definite Article in Spanish (Creating Stories) 145
48. Contractions of the Article EL; The Personal A 149
49. Negative Words 152
50. Interrogative Words 155
51. Por and Para 158
52. Adjectives 161
53. Comparison of Adjectives 166
54. Comparison of Adjectives with DE and QUE 169
55. Possessive Adjectives 172
56. Demonstrative Adjectives 175
57. Possessive Pronouns 178
58. Direct Object Pronouns 181
59. Indirect Object Pronouns 184

IV. TOOL SOFTWARE 189
60. Una Familia Española (data base) 191
61. El Mundo Hispano (data base) 193
62. El Mundo Hispano (spreadsheet) 196
63. Letter Writing (word processor) 199
64. Autobiographies (word processor) 201

V. APPENDICES 203
Software Duplication Guidelines 205
Copying Public Domain Disks for the Apple IIe and II Plus 206
Copying Public Domain Disks for MS DOS 208
Caring for Your Diskettes 210
For More Help 211
List of Software Used in This Text 212

SECTION I

VERBS

Topic 1: Present Tense of Regular *-AR* Verbs

Aim: How do we conjugate -ar verbs in the present tense?
How do subject and verb endings agree?

Performance Objectives: Students will be able to:

- apply the following verbs in meaningful context:
  escuchar, intercambiar, comprar, indicar, llamar, cantar, estudiar, invitar, mirar
- use subject pronouns correctly
- express the appropriate forms of -ar verbs
- match subjects and subject pronouns with the appropriate forms of -ar verbs

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C. Heath, disks 1 and 3
- flashcards or pictures depicting situations which may be described by -ar verbs, such as comprar, escuchar, cantar, estudiar, llamar, intercambiar

Motivation:

Students will see 2-3 pictures on blackboard with prompts under them, such as:

Pablo escucha la radio.
Luisa compra una blusa.
Juan estudia la historia.

Have students repeat these sentences chorally and individually.

Development:

1. Using all the verbs indicated by the flashcards, orally review (chorally and individually) endings of -ar verbs and subject pronouns, using the following drills:

   A. Question and Answer:

¿Escuchas la radio?	Sí, yo escucho la radio.
¿Compra ella una blusa?	Sí, ella compra una blusa.
¿Estudiamos el espanol?	Sí, nosotros estudiamos el español.

   B. Substitution drills:
   Yo estudio la historia.
   Juan _____ la historia.
   Juan y Margarita _____ la historia.
   Juan y yo _____ la historia.
   Nosotros _____ la historia.
   Los muchachos _____ la historia.
   Mi madre _____ la historia.
   Nuestra profesora _____ la historia.
   Ellas _____ la historia.

2. Teacher places the following chart on the board and asks students which form of the verb cantar they would use for each subject pronoun. Teacher explains how to conjugate -ar verbs in Spanish, using students' experience with the oral exercises just completed.

1st p.	Yo canto	Nosotros cantamos
2nd p.	Tú cantas	
3rd p.	El canta	Ellos cantan
	Ella canta	Ellas cantan
	Usted canta	Ustedes cantan

3. Orally review the use of cantar, or any verb still on the board, in complete sentences, using different subjects and subject pronouns.

4. Write on board (and save for use later in the lesson):
   Yo _____ un regalo. (comprar)
   Yo _____ las noticias. (escuchar)
   Yo _____ el mapa. (estudiar)
   Yo _____ bien. (cantar)
   Yo _____ a un amigo. (llamar)
   Review correct forms and write them in on the board.

5. Students should be familiar with computer responses given throughout the program of "El Mundo Hispánico":
   Sí, está bien.
   Sí, está correcto.
   No; ¡mira bien!
   No; ¡inténtalo otra vez!

6. The teacher should review procedures used in the computer room. Students should now be instructed to insert disk 1 of "El Mundo Hispánico," turn on monitor and computer power. After initial screens are displayed, the student is asked to type his/her name in the space following:
   Me llamo _____.

   When disk 1's menu appears, student should type "6" (for Additional Activities). Screen will display: "Please insert supplementary disk and press RETURN." Disk 1 is then removed and disk 3 inserted. When disk 3's menu appears, type "3" (Activities) and when VENEZUELA is displayed, type "1" (-AR verbs).

   In this exercise, English sentences will appear at the top of the screen. For each sentence the student must first select the correct translation of the subject pronoun (English to Spanish) by pressing the space bar when the correct choice appears. Press RETURN to continue. Then the correct translation of the verb (in its infinitive form) must be chosen by the same method. Finally, in the space provided, the student types in the correct form of the verb.

   Students can receive help by pressing the shift key and ?
   - on the left side of screen for a listing of subject pronouns in
   - Spanish and English
   - on the right side of screen for a verb glossary
   - on the blank line for a chart reviewing verb endings.

   Students should be advised that, when typing in verb forms, incorrect letters cannot be erased. Press RETURN and begin again. In all three parts of the program after two incorrect responses the correct answer will be shown. This activity should last about twenty minutes.

Application of the Word Processor:

Teacher should now indicate the five sentences completed in part 4 of the Development, starting with YO, which are still on the board. Students are now asked to transpose any five sentences using PABLO as the subject, and keyboard the five sentences on the word processor.

Reinforcement:

Using material contained in the computer program, use question-and-answer, repetition and/or substitution drills from sentences, such as the following, which are the basic sentences of the program:

Yo intercambio sellos.
Nosotros indicamos los errores.
Ustedes invitan a Camilo.
Tú llamas a un amigo.
El escucha las noticias.
Usted compra un regalo.
Ella canta una canción.
Ellas estudian el mapa.

Homework:

Make up five sentences in Spanish using five (5) different -ar verbs with names or nouns instead of subject pronouns. Make sure the verbs agree with the subjects. Be ready to translate your sentences in class tomorrow.

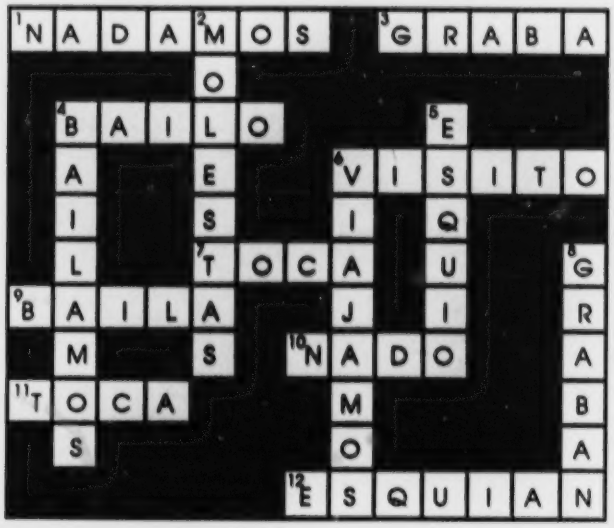
Enrichment:

1. ¿QUÉ PASA? crossword puzzle.

2. Write an original dialogue using the -ar verbs used in this lesson.

Qué Pasa?

Instructions: Describe what each of the following people are doing by completing the puzzle.



Horizontales

1. Mi amigo y yo _____ (swim) en la piscina.
3. Nuestra profesora _____ (records) unas canciones.
4. Yo _____ (dance) en la discoteca.
6. Yo _____ (visit) a mi abuela.
7. Horacio _____ (plays) el piano.
9. La señora _____ (dances) la salsa.
10. Yo _____ (swim) en el océano.
11. El señor Cortez _____ (plays) la guitarra.
12. María y Carmen _____ (ski) en las montañas.

Verticales

2. Tú _____ (annoy) a los niños.
4. Mi novia y yo _____ (dance) el tango.
5. Yo no _____ (ski).
6. Mi padre y yo _____ (travel) a España.
8. Los estudiantes _____ (record) la música mexicana.

Topic 2: Present Tense of Regular -*ER* Verbs

Aim: How do we conjugate -er verbs in the present tense?
How do subject and verb endings agree?

Performance Objectives: Students will be able to:

- identify and pronounce the names of several fruits
- express the appropriate forms of -er verbs
- match subjects and subject pronouns with the appropriate forms of -er verbs
- apply the following verbs in meaninginful context: comer, comprender, aprender, entender, leer, vender

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C. Heath and Co., disks 1 & 3
- basket of fruit containing: una manzana, una naranja, unas uvas, unas cerezas, una pera, una banana, unas fresas

Motivation:

Teacher picks up una manzana:"Como una manzana" and gives apple to a student. "José come una manzana," " Elena come una manzana." Elicit responses using repetition drills and questions: "¿Qué come?" "¿Comes una pera?"

Development:

1. Place the verb comer on the board and explain to students that they will learn the different forms (how to conjugate)of the verb comer, as well as of other verbs that end in - ER.

2. Holding up individual fruits from the basket, ask the class to repeat their names, chorally and individually.

3. The teacher now places the following sentences on the board, leaving a blank in place of the verb.
   a) Josefina _____ una manzana.
   b) Inés y Marlena _____ una naranja.
   c) Yo _____ una pera.
   d) Tú _____ unas cerezas.
   e) Mi novia y yo _____ unas uvas.
   f) Usted _____ unas fresas.

4. Ask the class to complete each sentence with the correct form of the verb. After each sentence has been repeated several times, the teacher fills in the verb form, using one color chalk for the root and a different color for the ending. This procedure is repeated until all of the sentences have been filled in. Instruct students to copy the sentences into their notebook and underline each ending. Point out to students that endings are extremely important in Spanish because nouns and pronouns are often omitted. The ending is an indicator of the subject of the sentence. Example: Yo como tortillas. Como tortillas. Both sentences are gramatically correct and we know that YO is the implied subject of the second sentence, even though it is omitted. It is the O ending that tells us that the subject is YO.
   In the 3rd persons singular and plural, the subject is used for purposes of clarification.

5. As an additional reinforcement, the teacher may place the following on the board: Yo como la manzana.
   Tú comes la manzana.
   El come la manzana.
   Ella come la manzana.
   Usted come la manzana.
   Nosotros comemos la manzana.
   Ellos comen la manzana.
   Ellas comen la manzana.
   Ustedes comen la manzana.

6. Using substitution and repetition drills, practice the verbs aprender, comprender, vender, and leer, i.e.
   Yo leo el periódico,
   Mi madre lee el periódico,
   Nosotros leemos el periódico.

7. Instruct students to insert disk 1 into drive A and turn on the power. The disk is self loading.

8. When the menu appears, instruct class to choose option 6, "Additional Practice." The student will be instructed to remove disk 1 and load disk 3. When the new menu appears, students are to select option 3, "Activities." They are to choose option 3 (continue) until they reach Colombia. They are then to choose #1 -er verbs.

9. Review computer responses that will appear through the lesson:
   a) Sí, ¡está correcto!
   b) No, ¡inténtalo otra vez!
   c) No, está correcto. ¡Mira bien esta vez!
   d) La respuesta es_____.

10. This exercise consists of a slot-drill. The students are shown an English sentence at the top of the screen. They are asked to choose the correct subject when it appears on the screen by pressing the space bar. The same procedure is followed with the verb. As additional practice, the student then types in the correct forms of both subject and verb. The student may review definitions from the glossary by pressing ? and the shift key simultaneously.

Application of the Word Processor:

Using the work on the board from 3 above, have student enter these sentences into the word processor one at a time, rewriting each sentence in the negative as well. (Or they might create the question that elicited each response.)

Reinforcement:

1. What are the names of the following fruits? (Hold up fruits for students to identify.)
2. Ask the following questions, randomly calling on students to give oral responses:
   a. ¿Comes tú en un restaurante?
   b. ¿Come usted en casa?
   c. ¿Leemos el libro de español?
   d. ¿Lee Miguel el periódico?
   e. ¿Comprendes la lección?

Homework:

Students are given the following, as a rexographed sheet, on which the correct form of the verb in parentheses is to be filled in.

a. Nosotros_____mucha fruta en el verano. (comer)
b. Nuestra profesora _____ el periódico. (leer)
c. Ellos _____ la lección. (aprender)
d. La señora _____ ropa bonita. (vender)
e. Jose no _____ la tarea. (comprender)
f. Yo _____ una ensalada grande. (comer)
g. El elefante_____ mucho. (comer)
h. Mis hermanas _____ muchas novelas. (leer)
i. Yo _____ el español. (entender)
j. Ellos _____ periódicos y revistas. (vender)

Students should be able to explain the meaning of all sentences.

Enrichment:

Write a short paragraph in Spanish describing what you eat for your favorite meal. This may be word processed at a later time.

Topic 3: Present Tense of Regular *-IR* Verbs

Aim: How do we conjugate -ir verbs in the present tense?
How do subject and verb endings agree?

Performance Objectives: Students will be able to:

- use subject pronouns correctly
- express the appropriate form of -ir verbs in the present tense
- match subjects and subject pronouns with the appropriate forms of -ir verbs
- apply the following verbs in meaningful context: vivir, recibir, asistir, cubrir, escribir, describir

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C. Heath and Co. disks 1 and 3
- pasteboard
- sticks of different colored chalk

Motivation:

Show a picture to the class illustrating the following paragraph, which will be read twice: "Me llamo Eduardo. Soy de Puerto Rico. Ahora vivo con mis hermanos en Nueva York. Nosotros vivimos en una casa de apartamentos grande en Manhattan. Me gusta vivir en Nueva York."

After a brief question and answer period about the paragraph (e.g. ¿Dónde vive Eduardo? ¿En qué país? Vive Eduardo en los E-U? ¿Vive en una casa pequeña?), elicit which verb we use to describe where Eduardo lives. Obtain the appropriate responses and write VIVIR on the board. Elicit its meaning: to live.

Development:

1. The teacher holds up a posterboard with five pictures displayed on it. Each picture shows the name of the person or persons portrayed and where each of them is from. The title of the poster is "Mis Amigos." Pointing to each person or persons shown, the teacher states, and students repeat, a sentence showing where each person or persons live.
   a. Yo vivo en Texas.
   b. Mi amigo Marcos vive en Chicago.
   c. Mis amigas Ana y Carmen viven en México.
   d. Mi amigo José vive en Nueva York.
   e. Mi familia y yo vivimos en Texas.

2. The teacher now asks the students to state where each person lives:
   a. ¿Dónde vive Marcos?
   b. ¿Dónde vivo yo?, etc.

   After students have responded to the above questions, using the appropriate forms of VIVIR, ask individual students where they live: ¿Dónde vives tú?

3. Students are now ready to complete the following sentences orally by giving the appropriate forms of the verb VIVIR. As each answer is given the teacher fills in the blanks, using different colored chalk for the stem and the ending.
   a) Yo _____ en Boston.

b) Tú _____ en San Antonio.
c) Patricia _____ en San Diego.
d) Mis primas _____ en Atlanta.
e) Mi familia y yo _____ en un apartamento.

4. Do similar drills with: recibir, asistir, cubrir, escribir, and describir.

5. As an additional reinforcement, the teacher may, with the help of the class, place the following on the board:

Yo vivo en Nueva York	Nosotros vivimos en Nueva York
Tú vives en Nueva York	Ellos viven en Nueva York
El vive en Nueva York	Ellas viven en Nueva York
Ella vive en Nueva York	Ustedes viven en Nueva York
Usted vive en Nueva York	

6. Explain to students that endings are extremely important in Spanish because nouns and pronouns are often omitted. The ending is an indicator of the subject of the sentences. Example: Yo vivo en Brooklyn. Vivo en Brooklyn. Both sentences are gramatically correct and we know that YO is the implied subject of the second sentence, even though it is omitted. It is the-O ending that tells us that the subject is YO. In the 3rd persons singular and plural, the subject is used for purposes of clarification.

7. Instruct students to insert disk 1 into drive A and turn on the power. The disk is self-loading.

8. When the menu appears, instruct class to choose option 6, " Additional Practice". The student will be instructed to remove disk 1 and load disk 3. When the new menu appears, students are to select option 3, "Activities." They are to choose option 3 (continue) until they reach "Puerto Rico." They are then to choose #2 - IR verbs. The exercise uses all the verbs that have been studied in the lesson. (descubrir, vivir, recibir, asistir, cubrir, and escribir)

9. Review computer responses that will appear through the lesson:
   a) ¡Sí, esta correcto!
   b) No; ¡intentalo otra vez!
   c) No está correcto; ¡Mira bien esta vez!
   d) La respuesta es _____.

10. This exercise consists of a slot drill. The students are shown an English sentence at the top of the screen. They are asked to choose the correct subject when it appears on the screen by pressing the space bar. The same procedure is followed with the verb. As additional practice, the student then types in the correct forms of both subject and verb. The student may review definitions from the glossary by pressing ? and the shift key simultaneously.

11. Students should be allowed 15-20 minutes to complete the exercise.

Application of the Word Processor:

1. On the word processor have students write complete sentences matching subjects and verbs from the listing on the board:

SUBJECT	VERB
(1) Yo _____	(a) escribe una carta.
(2) Tú _____	(b) escribimos la lección.
(3) Carmen _____	(c) escribes un poema.
(4) Pilar y Consuela	(d) escribo las frases.
(5) Mis amigos y yo	(e) escriben en español.

2. For "(a) escribe una carta," have students write as many sentences as time permits using different subjects - no names allowed.

Reinforcement:

Direct students to ask each other questions using escribir or other -ir verbs.

Homework:

Complete the puzzle (see next page) using the following verbs:

descubrir	existir	escribir
abrir	cubrir	asistir
vivir	recibir	

Make sure that you are familiar with the meaning of each verb.

Enrichment:

Students are asked to write a ten line (or more) dialogue using the following scenario: "It is the first day in school and you are standing on line to buy lunch. Introduce yourself to the person on line next to you." Students may enact their dialogue in the front of the room.

Nombre _____
Fecha _____

"Crucigrama": — IR Verbs

Horizontales

3. La señora Jimenez _____ (abrir) la puerta.

5. Nuestro profesor de filosofía siempre me pregunta: ¿Por qué _____ (existir) usted?

6. Mis hijos creen que "Santa Claus" no _____ (existir)

8. Yo deseo _____ (recibir) un tocadiscos para mi cumpleaños

11. Yo _____ (asistir) a la Universidad de Kentucky.

12. ¿Qué _____ (recibir) tú para Las Navidades?

Verticales

1. Nosotros _____ (descubrir) un tesoro.

2. ¿Por qué _____ (vivir) tú en el campo?

4. Los alumnos _____ (escriber) poesía.

7. Los primos de Elena _____ (vivir) en Oklahoma.

9. Yo _____ (recibir) muchos regalos de mi novia.

10. Viviana y su hermana _____ (asistir) a una escuela secundaria.

11. Los estudiantes _____ (abrir) los libros de español

Topic 4: Review of Regular *-AR, -ER,* and *-IR* Verbs — Present Tense (A Trip Through South America's Geography)

Aim: How are regular -ar, -er, and -ir verbs used in Spanish sentences?
How may we use these verbs to take us through a trip to South America?

Performance Objectives: Students will be able to:

- create a dialogue, using verbs from all conjugations
- demonstrate facility with all regular verbs in the present
- show countries of South America on a map
- name the capital city of each country

Materials:

- Apple computer lab
- software: Practiquemos el Espanol by E.M.C. Publishing (disk 2)
- flashcards showing regular verbs that students have previously learned
- colored sticks of chalk
- a map of South America

Motivation:

Using the map of South America, review the countries, location of each country, and capital cities. Ask individual students to point to each country on the map and name its capital city.

Explain to the class that they will be taking a mini-tour of some South American countries in which they will be visiting capital cities and points of interest. Elicit from the class some of the verbs they have learned in each of the conjugations that might be helpful on the trip.

Development:

1. Using the flashcards of regular verbs, review the conjugation of each class of regular verbs by calling upon students to answer questions.
   For example: 1a) Q. ¿Hablas bien el español?
   1b) A. Sí, yo hablo el español muy bien.

   2a) Q. ¿Escriben una carta a María?
   2b) A. Sí, escribimos una carta a María.
   Be sure to review the verbs in the computer lesson: leer, hablar, escribir, estudiar, viajar, etc.

2. Review a verb from each category, stressing the ending for each form.

   Make this review meaningful to the students by having each verb form appear as part of a complete sentence, for example:

CANTAR	LEER
Yo canto en el coro.	Yo leo un libro.
Nosotros cantamos en la iglesia.	Nosotros leemos la revista.

   Ask students to go to the board and underline different endings with different colored chalks.

3. Inform students that they are now ready to take a trip through South America! Instruct the students to insert disk 2 of "Practiquemos el Español" into the disk drive and turn on the computer and monitor. The disk is self-booting.

4. The Main Menu will appear giving students the following options:

    1) Review
    2) Practice: A trip to South America
    3) Check Your Progress
    4) Check Your Understanding
    5) Leave the Lesson

    Direct the class to choose option 1 - Review. The monitor will display a sample conjugation for one verb in each class, (-ar, -er, and -ir). Allow the students 5 minutes to review each conjugation and then direct them to press SPACE BAR to return to main menu.

5. Instruct students to choose option 2 - Practice: A trip to South America. This option provides students with an interesting trip through South America, where they will learn facts about location, capital cities, and points of interest. They will also be able to practice their command of verbs in the present tense. Each short paragraph will give the situation in English and ask the student to type in the correct form of the verb in the sentence. The directional cursor keys are functional (<,>) and students can use them to correct errors. If an incorrect answer is given, the program provides a clue and instructs student to try again. The > key appearing in front of the misspelled word prompts student to hit RETURN. The word is then deleted and student can retype the answer. After the fourth incorrect response the program will supply the answer BUT will not move to the next section until the student has typed it in. The RETURN key after each response will display the next segment. The SPACE BAR will take the student back to the Main Menu.

6. Allow students 15-20 minutes to complete this portion of the computer program. Instruct students to make brief notes about places of interest in each country to be used in the Enrichment.

7. Instruct students to return to the Main Menu and choose option 3, "Check Your Progress." This portion of the program consists of multiple-choice questions in which each verb makes up part of a paragraph. The computer displays the correct answer, even if an incorrect response is given. At the end of the exercise, a score is given. If a low score has been achieved, the student is encouraged to repeat the activity. Allow 5-10 minutes for this portion of the lesson. Instruct the students to note their scores.

Summary:

Use the computer to summarize the points made in the lesson. Instruct the class to choose option 4, "Check Your Understanding." This is another multiple-choice exercise. Ask students to choose the correct response and have student volunteers read each complete sentence aloud before moving to the next portion of the exercise.

Homework:

Give the students a rexographed copy of a picture showing a family departing for a trip. Ask students to write a brief dialogue, using the picture as a guide. Remind students to use as many of the regular verbs that they have just studied as possible. (Teacher may want to assign the verbs to be used, depending on the age level and the ability of the class.)

Enrichment:

APPLICATION OF THE WORD PROCESSOR

Ask students to choose one of the six countries that they have learned about in the computer segment of the lesson and prepare a research project about that country. Direct class to include the following:

a) location
b) main products
c) mountains and rivers
d) major cities
e) places of interest
f) standard of living of the people
g) brief history

Research projects will be entered into the word processor. Teacher will help students to revise and correct their work directly on the word processor. Projects will be printed out and displayed on the class bulletin board. The best efforts can be compiled as a book entitled "Our Neighbors to The South."

Topic 5: Stem-Changing Verbs *E ➡ IE*

Aim: How do we conjugate stem changing verbs e-ie, in Spanish?

Performance Objectives: Students will be able to:

- express the appropriate forms of the present tense of stem-changing verbs e-ie
- pronounce each form of the verbs correctly
- use forms of stem-changing correctly to form oral and written sentences
- apply the following stem-changing verbs in meaningful context: pensar, querer, empezar, perder, comenzar, entender, preferir

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized" by Lingo Fun Inc., side 2
- teacher-prepared transparency with list of verbs to be studied
- overhead projector

Motivation:

Place the term "stem-changing" on the board. Ask students to think about the meaning of this term. Explain that until this point we have changed the endings of verbs, but today we are studying verbs that take a change in the stem or root. These are special verbs that we study separately and are called stem-changing. Today we will study verbs that change from e-ie.

Development:

Through repetition and substitution drills,

1. Introduce the infinitives of verbs to be studied in the lesson:
   a. comenzar - to begin
   b. pensar - to think
   c. querer - to want, to wish
   d. empezar - to begin
   e. perder - to lose
   f. entender - to understand
   g. preferir - to prefer

Vamos a comenzar la lectura
entender la lección
empezar las clases en septiembre
preferir la nueva profesora de español
No deseo perder el baúl
pensar a la tarea
Practice pronunciation through choral and individual repetition

2. Students should be familiar with all forms of subject pronouns from previous lessons. Inform students that stem-changing verbs change in every person EXCEPT nosotros (vosotros). The verb is then conjugated like any other -ar, -er, or -ir verb. Elicit the observation that the stem e is expanded to ie whenever it is stressed.

3. Use the overhead projector to display a sample conjugation of stem-changing, e-ie verb. Use repetition drills for forms of each conjugation with the class, emphasizing where each stem change takes place. Ask students to point to the stem change. Use each form in a simple sentence and ask the class to repeat it. Repeat this procedure with as many of

the verbs as is necessary.

4. Assign students to represent different subject pronouns. State an infinitive; the students will then give the conjugation for the subject pronouns they represent. Repeat the procedure using all the verbs to be learned. Speed up the process as students become more familiar with each conjugation. Have students act as teacher and assign the verb to be conjugated. Award bonus points for correct responses.

5. Have students make up short, original sentences, using the new conjugations they have learned for oral presentation to the class.

6. Have class insert "Spanish Grammar Computerized I" side 2 into drive A and turn on computer and monitor. The disk is self-booting.

7. Main menu will appear on the screen. Familiarize students with the functions that are operative through the lesson:
   ESC - moves the cursor to the option to be chosen
   RETURN - selects the lesson
   ? explains the function of each key

   Have students select "Stem-Changing Verbs e-ie". A new menu appears giving students the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions". This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, the teacher can place directions on the board.

   Have students select "Review" and go over the conjugation of stem-changing verbs. They are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have students do as many of the exercises as time and availability of the computer lab allows. Ask students to record each score and repeat the segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Dictate to the class and have one student write on the board while the remainder type on their word processors:

1. ¿Comienzan las clases en septiembre?
2. ¿A qué hora empieza usted a estudiar?
3. ¿Prefiere usted el invierno al verano?
4. ¿Qué lenguas entiende usted?
5. ¿Quién piensa salir bien en el examen de español?

Correct the questions on the board while students correct them on their machines. If time permits, they may answer the questions.

Reinforcement:

1. Teacher will give the infinitive of the verb and students will state the singular forms.
2. Teacher will give the infinitive of the verb and students will state the plural forms.

Homework:

1. Write 10 sentences using the verbs that have just been learned for oral presentation to the class in the next lesson.

2. Pretend that you are teaching the lesson to another student. How would YOU explain stem-changing verbs?

Enrichment:

FOR USE WITH THE WORD PROCESSOR:

Have students enter their sentences into the word processor. Show them how they can use the word processor to make corrections, move words or sentences, add and delete. They can make their sentences negative, turn them into questions, and/or make the subjects and verbs plural/singular.

Topic 6: Stem-Changing Verbs *O ➡ UE*

Aim: How do we conjugate stem-changing verbs o-ue in Spanish?

Performance Objectives: Students will be able to:

- express the appropriate forms of the present tense of stem-changing verbs o➡ue
- pronounce each form of the verbs correctly
- use forms of stem-changing verbs correctly to form oral and written sentences
- apply the following stem-changing verbs in meaningful context: recordar, volver, dormir, almorzar, costar, encontrar, poder, jugar

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized I," side 2, by Lingo Fun, Inc.
- teacher-prepared transparency with list of verbs to be studied
- overhead projector

Motivation:

Place the term "stem-changing" on the board. Review with students the meaning of this term. Indicate that today we will study another group of verbs that change in the stem or root. These verbs change from o to ue.

Development:

1. Through repetition and substitution drills, introduce the infinitives of the verbs to be studied in this lesson: recordar, volver, dormir, almorzar, costar, encontrar, poder, jugar (u➡ue).

   Queremos volver a casa.
   almorzar.
   encontrar nuestros amigos.
   jugar al béisbol.
   etc.

   Review pronunciation through choral and individual repetition.

2. Students should be familiar with subject pronouns from previous lessons. Inform students that stem-changing verbs change in every person EXCEPT nosotros (vosotros). The verb is then conjugated like any other -ar, -er, or -ir verb.

3. Use the overhead projector to display a sample conjugation of a stem-changing o-ue verb. Repeat each conjugation with the class, stressing where each stem change takes place. Ask students to point to the stem change. Use each form in a simple sentence and ask the class to repeat it. Repeat this procedure with as many of the verbs as time permits. Elicit that the stem o changes to ue whenever it is stressed.

4. Assign students to represent different subject pronouns. Give an infinitive. The students will then give the conjugation for the subject pronouns they represent. Repeat the procedure using all the verbs to be learned. Speed up the process as students become more familiar with each conjugation. Have students act as "teacher" and assign verbs to be conjugated. Award bonus points for correct responses.

5. Have students make up short, original sentences, using the new conjugations they have learned for oral presentation to the class.

6. Have class insert "Spanish Grammar Computerized I," side 2, into drive A and turn on computer and monitor. The disk is self-booting.

7. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the function of each key

   Have students select "Stem-Changing Verbs o-ue." A new menu appears giving students the following options:
   - Practice
   - Review
   - Return to main menu
   - Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes and will explain the meanings of symbols that are used throughout the program.

   Have students select "Review" and go over the conjugation of stem-changing verbs. They should then go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have students do as many of the exercises as time and availability of the computer lab allows. Ask students to record each score and repeat the segment if a low score is received. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Using at least four of the eight verbs learned today, type into your word processor a short paragraph in Spanish.

Reinforcement:

1. Teacher or a student will give the infinitive of the verb and students will give a singular form.

2. Teacher or a student will give the infinitive of the verb and students will give a plural form.

Homework:

1. Write ten sentences using the verbs that have just been learned for oral presentation to the class in the next lesson.

2. Pretend that you are teaching the lesson to another student. How would YOU explain stem-changing verbs?

Enrichment:

See attached worksheet.

A. Rewrite the sentence, substituting the subject in parentheses and making the necessary changes in each verb.

1. Yo vuelvo a casa y almuerzo y duermo antes de jugar

(Tú) _____
(El niño) _____
(El y yo) _____
(Jose y Luis) _____
(Ustedes) _____

2. Recuerdo y cuento todo lo que puedo.

(Ella) _____
(Nosotros) _____
(Tu) _____
(Usted) _____
(Ellos) _____

B. Complete the following dialogue using the proper form of the verb in parentheses.

LUIS: Yo (volver) _____ a casa pronto. ¿Cuándo (volver) _____ tú?
MARIA: Mi hermano y yo (volver) _____ a las tres.
LUIS: ¿Por qué no (poder) _____ volver ahora?
MARIA: No (poder) _____ porque a mi hermano le (doler) _____ una muela y va al dentista ahora.
LUIS: Yo (jugar) _____ esta tarde. ¿(Poder) _____ jugar conmigo cuando (volver) _____?
MARIA: Creo que no (poder) _____. Lo siento Luis. Adiós.
LUIS: Adiós, María, hasta pronto.

Topic 7: Stem-Changing Verbs *E ➡ I*

Aim: How do we conjugate stem-changing verbs of the third class (e to i) in Spanish?

Performance Objectives: Students will be able to:

- express the appropriate forms of the present tense of stem-changing verbs e-i
- pronounce each form of the verbs correctly
- use forms of stem-changing verbs to form oral and written sentences
- apply the following stem-changing verbs in meaningful context: pedir, servir, repetir

Materials:

- Apple computer lab
- software: Spanish Grammar II: Intellectual Software
- poster showing the conjugation of stem-changing verbs (E to I)

Motivation:

Using the sentence:

Yo pido un favor a Juan.

and substitution drills, present forms of the verb pedir:

pido	pedimos
pides	pedís
pide	piden

Challenge the class to determine, from their previous knowledge of stem changing verbs, what change occurs in this verb that appears on the board (e changes to i), and when the change takes place (when it is stressed).

Development:

1. Explain to the class that verbs that have a change in the stem or root are known as STEM-CHANGING verbs. There are three classes of such verbs. Classes I and II (e to ie and o to ue) include -ar, -er and -ir verbs. Class III consists entirely of -ir verbs that change e to i only.

2. Review with the class the reason why stem-changes occur. Stem changes occur when a vowel is stressed in pronunciation. For class I and II verbs, the vowel becomes a diphthong. For class III verbs, the stressed e becomes an i.

3. Elicit that the stem (or root) change occurs only for certain persons. The change takes place in the 1st, 2nd and 3rd person singular as well as the third person plural forms (Yo, Tú, El, Ella, Usted, Ellos, Ellas, and Ustedes). The first and second person plural forms, (Nosotros, Vosotros) remain unchanged.

4. Inform the class that stem-changing verbs usually have the change that takes place listed next to their meaning in a bilingual dictionary; for example: "Pedir (i) - To ask for," etc.

5. Conjugate the following verbs with the class, by using them in complete sentences:
   Servir(i)- to serve
   Repetir(i)- to repeat

6. Have students load Disk A into drive A. When the menu appears, instruct the class to choose option L25 - Verbs II. Instruct class to review the grammatical points that appear on their monitors and do the short fill-in exercises that follow. The students receive a numerical score at the end of the computer module. If the student makes a mistake, the program provides the correct answer and a brief explanation.

7. Allow the class 15-20 minutes to complete the computer segment of the lesson.

Application of the Word Processor:

Have students complete the following conjugation on the word processor:
Yo pido dinero a Maria.
One student should write it on the board. Underline the forms that have changed.

Reinforcement:

Using repetition and substitution drills, review servir, pedir and repetir in context.

Homework:

1. In each of the following conjugations, circle the forms that take a stem change.

   a. Servir - To serve
      Nosotros servimos
      Usted sirve
      Yo sirvo
      Ellas sirven
      Vosotros servís

   b. Repetir - To repeat
      Los niños repiten
      Ella repite
      Tú repites
      Nosotros repetimos

   c. Pedir - to ask for, request
      Usted pide
      Ustedes piden
      Tú pides
      Nosotros pedimos

Extension:

Introduce the verb DECIR to the class, explaining that it is both irregular in the 1st person singular (digo), as well as stem-changing (e to i), according to the standard pattern for stem-changing verbs.

WORKSHEET FOR STEM-CHANGING VERBS

In each of the following sentences, give the correct form of the verb in parentheses. Be sure to make the correct item change!

1. Los camareros _____ la comida en el restaurante. (servir)
2. Mi hermana _____ al tenis todos los días. (jugar)
3. La maestra _____ (decir) que nosotros _____ (repetir) todas las palabras nuevas muy bien.
4. ¡Tú _____ demasiado en la clase de español! (dormir)
5. La maestra nos _____ una conjugación nueva. (mostrar)
6. Yo me _____ mucho en el parque. (divertir)
7. Nosotros _____ a casa a las tres y media. (volver)
8. María siempre _____ las ventanas. (cerrar)
9. Yo _____ mucho español. (entender)
10. Los pájaros _____ hacia el sur en el otoño. (volar)
11. Lo _____ mucho que mi mamá está enferma. (sentir)
12. Las hojas se _____ en el otoño. (morir)
13. Nosotros _____ ir al cine esta noche. (poder)
14. Yo me _____ por la mañana. (vestir)
15. Ellos _____ a mi casa después de la fiesta. (volver)

Topic 8: Use and Conjugation of the Verb *ESTAR*

Aim: How do we conjugate the verb estar in the present tense?
What circumstances require use of the verb estar?

Performance Objectives: Students will be able to:

- express the appropriate forms of estar in the present tense
- match subjects and subject pronouns with the appropriate forms of estar
- speak in meaningful context, about location using forms of the verb estar with expressions such as cerca de, lejos de, al lado de, en frente de, and detrás de
- use the verb estar in the proper situation, both orally and in writing

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C.Heath and Co. disk 1 and 3
- a poster showing a group of people waiting in line to see a movie. The poster is labeled "La Fila."
- flashcards with the following phrases clearly printed on them: en frente de, cerca de, lejos de, al lado de, and detrás de.

Motivation:

Students are shown a poster of several people who are waiting on line to to see a movie. The title of the scenario is "La Fila." The teacher asks the students to describe in Spanish or English what they see. The teacher leads the discussion to the location of the people in relation to the movie theatre and to each other, using location expressions.

Development:

1. Line up 4-5 students in front of the room. Describe to the class the location relationships between them. Elena está detrás de José : Jose está al lado de Tomás. Los estudiantes están en frente de la sala de clase. After reviewing orally, use flashcards to further demonstrate the meanings of the expressions.

2. Once the new phrases have been understood and practiced by the class, the teacher uses the poster to have students describe in Spanish the location of the people standing on the line. For example:
   a. La gente está en frente del teatro.
   b. Paco está detrás de José.
   c. María está al lado de Tomás.

3. Review the conjugation of the verb estar orally and place it on the board as follows:
   Yo estoy en frente del cuarto
   Tú estás en frente del cuarto
   El está en frente del cuarto
   Ella está en frente del cuarto
   Usted está en frente del cuarto
   Nosotros estamos en frente del cuarto
   Ellos están en frente del cuarto
   Ellas están en frente del cuarto
   Ustedes están en frente del cuarto

4. As additional practice, ask students to describe the location of objects in the room in relationship to themselves and others for example:
    a. La pizarra esta en frente del cuarto y la puerta está al lado del cuarto.
    b. El ropero está cerca de la puerta pero las ventanas están lejos de la puerta.
    c. Yo estoy cerca de la ventana y mi amiga Elena está cerca de la puerta.

5. Instruct students to insert disk 1 into drive A and turn on the power. The disk is self loading.

6. Students should be familiar with computer responses given through the program: Sí, ¡está bien! - for a correct response
    No, ¡inténtalo otra vez! - the first time an incorrect response is given.
    No, ¡mira bien otra vez! - appears for an incorrect second response, after which the correct answer appears on the screen.
    No, la respuesta es _____ appears for the third incorrect response.

7. When the menu appears, instruct class to choose option 6, "Additional Practice." The student will be instructed to remove disk 1 and load disk 3. When the new menu appears, students are to select option 3, "Activities." They are to choose option 3 (continue) until they reach "Colombia." They are then to choose #2 "ESTAR." This is a slot-drill exercise in which the student chooses the correct form of estar by pressing the space bar when the correct form is flashed on the screen. (Sentences refer to cultural information about Colombia.) For example, "Tú estás cerca de la muralla." If students become confused, they may review the verb chart by pressing "?" and the shift key simultaneously.

Application of the Word Processor:

Showing again the poster "La Fila," have students enter at least five sentences describing location of people and things into the word processor.

Reinforcement:

1. Repetition and Substitution drills: Estoy en el supermercado.

2. Review use of estar with expressions of health:
    ¿Cómo estás? Estoy bien.
    ¿Cómo está su madre? Está bien.

Homework:

1. Complete the worksheet "Lugares." Describe each person's location by following clues given in each sentence.

2. Complete the following sentences by describing where each item is located in their home in relationship to another item.
    a. Mi cama _____
    b. La cocina _____
    c. El sofa _____
    d. Mis libros _____
    e. El garaje _____

Enrichment:

Have students bring in a picture that they have cut from a newspaper or magazine or a favorite family portrait. Ask the students to write 5 original sentences telling where each person is in relationship to others. Enter the sentences into the word processor, using established routines.

WORKSHEET

Lugares

Instructions: Describe where each of the following people is located based on information given in each sentence, using the proper form of estar.
Use the list below the exercise to help you find the answer.

1. Luis lee un libro.
2. José y Carla comen una hamburguesa.
3. Yo tomo el sol.
4. Tú compras medicina.
5. Mi novio y yo miramos la televisión.
6. Isabel está enferma.
7. Tú miras las pinturas.
8. Yo bailo hasta la una.
9. Darlene y Pepe nadan.
10. Mis amigos y yo jugamos al volibol.

Vocabulario:

el parque	la discoteca	el restaurante
la playa	la farmacia	en casa
el hospital	la biblioteca	el museo

Example: Yo escucho la profesora. Estoy en la sala de clase.

Topic 9: Use and Conjugation of the Verb *SER*

Aim: How do we conjugate the verb ser in the present tense?
What circumstances require use of the verb ser?

Performance Objectives: Students will be able to:

- identify various professions and nationalities
- express the appropriate forms of the verb ser in the present tense
- match subjects and subject pronouns with the appropriate forms of ser
- use the verb ser in the proper situation, both orally and in writing
- describe people, their nationalities and professions using ser

Materials:

- Apple computer lab
- software: "Cara a Cara" by Heinle and Heinle, Boston, Mass. disk 1, unit 1

Motivation:

Using a picture of a young person, first describe in Spanish his/her physical characteristics. Then speak about nationalities and professions. Elicit from the class that you are describing the person. What is the verb that has been used in all these sentences? Elicit ser.

Development:

1. Orally review ser through repetition drills:
   Soy americano.
   Eres Americano. etc.

2. Have class load disk 2 of "Cara a cara" into the disk drive (drive A in a computer with 2 disk drives). The disk is self booting.

3. The computer will display an introductory screen with different options listed. Have class choose option 1 - Preparación. A new screen will appear listing new options. Have students choose option 1 "Profesiones y oficios."

4. The computer will display a picture of a particular profession, give the correct spelling of the word with its corresponding article(s), and will then display a sentence using the verb ser. Have the class go through the exercise together. Stop after each picture and have the class repeat, individually and by group, the displayed sentences.

* It is essential that students familiarize themselves with all aspects of the computer program before using it.

a. The program has built-in devices that will result in accent marks, inverted ?, and tildes. The manual provides instructions on how these special ortographic symbols can be accessed:
   For the inverted ?, press e, then ESC, then ?.
   For inverted !, press e, then ESC. then !.
   For tilde, press n, then ESC, then N.
   The manual is not clear on the use of the accent mark. In order to create an accent, type the letter to be accented, then ESC, then E.
b. To correct typing errors, use the delete key or the left arrow key to delete mistyped characters.

c. To return to the menu, at any time, type (*), using shift key; press return.
d. The scoring system is activated ONLY when a correct response is given ON THE FIRST TRY. The computer uses a variety of complementary phrases for a correct answer, such as: perfecto, fabuloso, fantástico, muy bien. No and incorrecto are used for an incorrect response. The program WILL NOT move to the next item until a correct response is given. The computer will flash the correct response and then ask the student to try again.

5. After the new vocabulary segment is completed, the next segment of the lesson can be introduced. The computer displays a picture and students are to type in the correct vocabulary word, complete with article. Allow the class 10-15 minutes to complete this portion of the lesson. They will earn 10 points for each correct answer and receive a numerical score at the end of the exercise.

6. When students have satisfactorily completed the exercise, they should be instructed to press return. The menu will appear. Instruct students to choose option 2, "El Verbo Ser."

7. In this segment the verb ser is introduced. The correct form of the verb is highlighted and appears with an appropriate sentence. Teacher should have students repeat each form of the verb as it appears, as well as the sentence that accompanies it.

8. The next segment consists of a space bar exercise, in which the student presses the space bar when the correct conjugation is displayed. For a correct answer, the conjugation rises on a scale, the student receives 10 points, and a sentence using the conjugation is displayed. For an incorrect response, the answer goes to the bottom of the scale, and the student is asked to try again. Allow 5-10 minutes for completion of this exercise. Remind the students to note their scores and press return at the end of the exercise.

9. Ask students to return to the menu and choose option 8 "Usos de ser." In this segment of the lesson, the uses of ser are given, in Spanish, with a sentence showing the appropriate use of the verb. Teacher should stop after each use is given, to further review, if necessary. A listing may be put on the board:

Uses of ser

profesión
adjectivo, cualidad permanente
origen y nacionalidad
hora y fecha

10. Students now complete the exercise segment of this module. They will be given boxes to choose from, at random, and must type in the correct form of ser. Allow 10-15 minutes for completion of this module.

* Note - The teacher may wish to divide this lesson into two or three computer sittings, depending on the ability of the group, time element, and availability of the computer center.

Application of the Word Processor

Have students write a short descriptive paragraph of themselves. If possible, print out and have students correct or expand as a homework assignment.

Reinforcement:

Repetition and/or substitution drills:
Yo soy de Nueva York.
Tu eres de Nueva York.
etc.

Summary:

1. ¿Qué soy yo? Have students identify professions using pictures.
2. Have students describe people in their class or in pictures. Ex: La Señora Munoz es profesora. Es alta y rubia. Ella es de Colombia pero sus hijos son norteamericanos. Sus hijos son muy jóvenes.
3. ¿Por qué usamos ser en las frases siguientes? Give a sentence and ask students to give the reason why ser is used. For example: Maria es muy inteligente. - cualidad permanente

Homework:

¿Quién soy? - Have students write a brief paragraph describing themselves. Ask them to omit their names, exchange papers, have papers read aloud and see how many students can be identified!

Enrichment:

Using the same computer program (Cara a Cara), have students choose the option "DATOSPERSONALES" from the main menu of disk 1. They may choose "Dos Personas" or "Documentos de identidad" and do the appropriate exercises.

* These exercises are difficult and should be given only after the uses of the verb ser are completely understood.

Topic 10: Differences in Usage Between *SER* and *ESTAR*

Aim: What are the differences in usage between ser and estar?

Performance Objectives: Students will be able to:

- use subjects and subject pronouns correctly with the present tense of ser and estar
- express appropriate forms of the verbs ser and estar in meaningful context
- distinguish differences in usage between ser and estar
- use both verbs correctly within a sentence orally and in writing
- write a postcard or letter in which both verbs are used

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C. Heath and Co. disks 1 and 3
- overhead transparencies
- colored chalk

Motivation:

Choose two students and give each a short statement to read to the class.

# 1 - Estudiante "ser"	Soy de Nueva York
	Soy alto
	Soy estudiante
	Soy el hermano de Juan
# 2 - Estudiante "estar"	Estoy bien
	No estoy enfermo
	Estoy en la escuela
	Estoy en frente de la clase

Distinguish with students the differences between Estudiante Ser and Estudiante Estar.

Development:

1. Review orally the forms of ser and estar. It may be helpful to the class to have conjugations prominently displayed.
   Estoy en la escuela
   Soy de Nueva York etc.

2. Ask students why ser is used in certain sentences; estar in others. Write the explanation next to each sentence illustratrating that use.
   For example: Yo soy alto - characteristic
   Yo estoy enfermo - health, condition
   María es de Panamá - place of origin
   Elena está en Buenos Aires - location

3. Review orally and place on an overhead transparency:

SER

Example	Usage
a. Elena es Venezolana.	_____
b. Luis es de Colombia.	_____
c. La señora Lopez es profesora.	_____
d. Los muchachos son altos.	_____
e. La camisa es de algodón.	_____

Pointing to each example, ask student to deduce the use of Ser. Place their answers under "usage". For example:

1. Nationality
2. Place of origin
3. Profession
4. Physical Characteristics
5. Description - material

4. Repeat procedure, using the verb estar. Place the following sentences on the overhead projector.

Example	Usage
a. José no está en casa.	_____
b. Veronica está muy enferma.	_____
c. Nosotros estamos alegres.	_____

Once again, elicit responses from the students and write them in the usage column:
(1) Location
(2) Health/Physical state or condition
(3) Temporary condition

5. Instruct students to insert disk 1 into drive A and turn on the power. The disk is self loading.

6. Students should be familiar with computer responses given through the program:
   Sí, está bien! - for a correct response
   No, ¡inténtalo otra vez! - the first time an incorrect response is given.
   No, ¡mira bien otra vez! - appears for an incorrect second response, after which the correct answer appears on the screen.
   No, la respuesta es _____ appears for the third incorrect response.

7. When the menu appears, instruct class to choose option 6, " Additional Practice". The student will be instructed to remove disk 1 and load disk 3. When the new menu appears, students are to select option 3, "Activities". They are to choose option 3 (continue) until they reach "Puerto Rico". They are then to choose #1, "Usos de Ser y Estar." This is a slot-drill exercise in which the student is asked to choose the form of SER or ESTAR that best completes the sentence. The choice is made by pressing the space bar when the correct form appears on the screen. Help can be accessed by pressing ? and the space bar simultaneously. Allow students 15-20 minutes to complete the exercise. While the class is working the teacher should circulate, aiding, encouraging, and answering questions.

Application of the Word Processor

Write a short paragraph (5-6 sentences) describing a friend. Use both ser and estar.

Reinforcement:

Question students eliciting responses with both ser and estar:
Estar: ¿Cómo estás?
¿Eres de Chile?
¿Es español su padre?
¿Está en casa su madre?

Homework:

The student will prepare a letter to a pen pal, incorporating forms of ser and estar. (The pen pal program is an excellent ongoing activity that is especially beneficial in a foreign language classroom.)

Topic 11: Review of the Uses of *SER* and *ESTAR* — I

Aim: How are ser and estar used in Spanish?

Performance Objectives: Students will be able to:

- indicate the proper uses of ser and estar from sentences using these verbs
- construct oral sentences, exemplifying the many uses of ser and estar
- correctly conjugate each of these verbs in the present tense, orally and in writing

Materials:

- Apple computer lab
- software: Practiquemos el Español by E.M.C. Publishing (disk 2)
- overhead Projector
- two transpariencies showing respectively the conjugation of ser and estar

Motivation:

Challenge the students to see how many of them remember the conjugations of ser and estar in the present tense. Elicit from the students the fact that although these verbs both mean "to be," each has different uses in Spanish. With the help of the students make two lists, one giving the uses of ser and the other the uses of Estar.

Development:

1. Use the lists that have been compiled by the students showing the uses of ser and estar. Go over each use carefully and ask students to construct an original sentence showing each use and present it orally to the class.
   EXAMPLES:

   SER

   A) Yo soy norteamericano(a) - Nationality
   B) María es de Colombia - place of origin
   C) Mi madre es profesora - profession

   ESTAR

   A) Elena está enferma hoy - health
   B) Madrid está en España - location
   C) Nosotros estamos tristes - temporary condition

   During this exercise, have the posters showing the conjugations of ser and estar prominently displayed for easy reference.

2. Disk 1 of "Practiquemos el Español" is self-booting. The Main Menu appears giving students the following options:

   1) Las formas de Ser y Estar
   2) Repaso del uso de ser y Estar
   3) Párrafos de práctica
   4) Ejercicios de práctica

   Direct the class to choose option 1 - "Las formas de ser y estar en Tiempo Presente."

In this activity, students are given additional review on the conjugation of Ser and Estar. Have students study it briefly, (5 minutes should be sufficient). At the end of this review, instruct students to press CONTROL and B to return to Main Menu.

3. Instruct students to select option 2, "Repaso del uso de Ser y Estar." In this activity, the students are given an opportunity to review the uses of Ser and Estar and apply what they have learned through a multiple-choice exercise where they must choose the reason why Ser or Estar is used in a sentence. Students are given the explanation through colorful pictures. and may choose to:
    1. review each reason (5 for ser and 3 for estar), by typing the number of the explanation desired.
    2. Return for exercises.
    3. CONTROL B - for main menu.

   Allow students 10-15 minutes to complete the exercises. A numerical score is given after each exercise. The program encourages students to repeat an exercise if a low score is achieved. Instruct students to follow the computer directions, and keep a record of their scores.

Application of the Word Processor:

The teacher describes a situation in English. Students should enter a sentence in Spanish which conforms to the situation. Have students share their sentences.

Reinforcement:

Using questions and answers and the verbs ser and estar, review forms of the verbs as well as the situations in which they have been used.

Summary:

When do we use ser? When do we use estar?
Teacher will review the lesson with the students by:

1) Giving a situation, in English, and asking students to tell which verb they would use.
2) Having student volunteers translate the sentences.

Homework: See the attached sheet.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Instruct students to write an original paragraph, describing themselves or another student in the class. Instruct students to omit the name! Encourage them to employ all uses of Ser and Estar. Have students enter the completed paragraphs into the word processor. Help students with their efforts by showing them how to use the word processor to edit, make corrections, insert, delete, etc. Print the paragraphs and have students try to guess the person who has been described!

HOMEWORK WORKSHEET

MI MEJOR AMIGA ANA

Complete the following story by filling in the blanks with the correct forms of ser or estar:

Hace un año que Ana vive cerca de mi casa en la calle Baltic. Ella _____ de la República Dominicana. _____ una persona muy alegre que siempre cuenta cosas interesantes. Ella _____ dominicana, pero sus padres _____ de México. Ellos _____ médicos y trabajan en una clínica en nuestro barrio.

Creo que Ana _____ mi mejor amiga porque _____ inteligente, divertida, y amable. Nosotros _____ estudiantes en la misma escuela. Cuando _____ juntos compartimos secretos, contamos _____ chistes buenos y a veces lloramos. La verdad es que Ana _____ mi mejor amiga porque _____ sincera y bondadosa.

Hoy _____ el veinte de agosto y yo _____ en el aeropuerto. Hace mucho calor y me siento mal. Ana y sus padres acaban de salir para México. Sus padres dicen que hay muchos problemas económicos allí, y que van a vivir en un pueblo para ayudar a los pobres.

Yo creo que Ana nunca va a volver a Nueva York. Por eso yo _____ muy triste.

Topic 12: Review of the Uses of *SER* and *ESTAR* — II

Aim: What are the differences in use between ser and estar?

Performance Objectives: Students will be able to:

- choose the correct form of ser or estar from contexual clues in a paragraph
- explain the uses of ser and estar
- complete a paragraph, in the computer segment of the lesson, using ser and estar
- write an original paragraph using the forms of ser and estar

Materials:

- Apple computer lab
- software: Practiquemos el Español, disk 2 by E.M.C. Publishing
- overhead projector
- two transpariencies of a paragraph using ser and estar, one with blanks to be filled in with the correct answer, and the other complete

Motivation:

Ask students to tell briefly what they remember about the uses of the verb ser. Repeat for the verb estar. Compile two lists from student input.
Ask students to give oral sentences for each use of ser and estar.

Development:

1. Inform the students that they will be given an opportunity to practice distinguishing the differences between ser and estar. Remind them to keep in mind the uses of each verb, and refer to the lists if they need help.

2. Distribute the following incomplete paragraph to each student, and at the same time, display it on the overhead projector. Instruct the class to look at each sentence and determine which verb belongs in the blank. Have student volunteers give a correct answer and explanation for each blank. Answers will also be filled in on the transparency at this time. When the activity is completed, each student will have a correct copy of the paragraph in front of them. Teacher will then display the completed paragraph on the overhead projector and have students volunteer to read.

EL VESTIDO NUEVO

Hoy _____ viernes. Hay un baile muy importante esta noche. Voy al baile con mi novio Eduardo. El _____ alto, delgado y muy hermoso. _____ también inteligente y muy amable. ¡_____ mi mejor amigo! Por eso, deseo comprar un vestido nuevo.

El vestido que yo quiero _____ negro y _____ de terciopelo. _____ en la ventana de una tienda que _____ muy cerca de mi casa. La tienda _____ una tienda para muchachas que se llama "La Juventud."

Mi tío favorito, Julio, _____ el dueño de "La Juventud." El _____ muy amable y generoso y va a comprar el vestido para mí. ¡Qué suerte, porque el vestido _____ muy caro!

3. Instruct the students to insert Disk 1 of "Practiquemos el Español" into the disk drive and turn on the computer. The disk is self-booting. The Main Menu will appear giving students the following options:

    1) Las formas de Ser y Estar
    2) Repaso del uso de Ser y Estar
    3) Párrafos de práctica
    4) Ejercicios de práctica

    Direct the class to choose option 3 - "Párrafos de práctica." In this activity, students will complete two paragraphs by typing in the appropriate forms of ser or estar. A paragraph appears, with a format similar to the one in the exercise the class has just completed. After each answer is filled in, the student presses RETURN to record the answer. The student is praised for a correct answer and the reason is reinforced. If an incorrect answer is given, the student receives a clue to the correct response. When the paragraphs are completed, the student receives a score. The program will prompt the student to repeat the exercise if a low score is achieved. Instruct the students to record their scores. Allow 10-15 minutes for completion of this exercise.

4. Instruct students to return to the Main Menu by pressing Control B. Direct the class to choose option 4- "Ejercicios de práctica." This exercise consists of 15 multiple-choice sentences, in which students choose the correct form of ser or estar from the context of the sentence. Allow 10-15 minutes for completion of this activity. Activity will be repeated by students who have not achieved the minimum proficiency indicated by the teacher.

Application of the Word Processor:

Dictate the paragraph used in development 2 (above). Students will enter the entire paragraph into the word processor. The paragraph can be checked using the transparency, and forms of ser and estar can be reviewed as they are written in.

Reinforcement:

Show the class a series of pictures, visually calling for the uses of ser and estar. Ask students to create a sentence describing each picture. Students can then ask and answer questions about each picture. Review the uses once more with the students by asking them to give reasons why ser or estar has been used for each situation.

Homework:

Ask students to write a paragraph titled "Mi Familia" or "La Familia _____." Ask them to describe each member of their families and give the following for each.

    1) physical description
    2) occupation
    3) qualities
    4) where they work or go to school
    5) state of health

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students enter their paragraphs into the word processor. The composition will be saved and form part of a term project culminating in the student's autobiography. While students are working on the word processor, the teacher can offer invaluable assistance, showing students how to edit, make corrections, delete, even move entire paragraphs directly on the word processor!

Topic 13: The Irregular Verb *GUSTAR*

Aim: How is the verb GUSTAR (to like) used in Spanish

Performance Objectives: Students will be able to:

- use the verb gustar correctly in written and spoken Spanish
- demonstrate the use of the indirect object pronoun as it relates to gustar
- ask and answer questions using the verb gustar

Materials:

- Apple or IBM computer lab
- software: "Spanish Level I" New York City Board of Education - disk 3
- picture of action words in Spanish, with the verb prominently displayed; for example: nadar, esquiar, leer, cantar
- pictures of objects that students are familiar with, e.g. el disco, el libro, la televisión, las flores, la nieve

Motivation:

Begin the lesson with a discussion of what the students enjoy doing in their leisure time. Make a list, in English, of pupil responses. Place the student's name next to each response, these responses will be used later in the lesson as the basis for sentences using the verb gustar. Elicit the aim of the lesson from the class and place it on the chalkboard. "How do we use the verb gustar (to like)?

Development:

1. The teacher now holds up each picture, in turn, and gives a model sentence using the action or item shown in each picture. For example, "Me gustan las flores", (pointing to a student) "Le gusta la televisión", (pointing to two students) "Les gusta nadar". The teacher asks students to repeat each sentence, using individual, group and choral repetition. For additional reinforcement, the sentences may be placed on the board.

2. Ask the students if they notice any differences between gustar and other -ar verbs that they have previously encountered. Students should note two major differences:
   a. The subject pronouns are not being used.
   b. The only forms of gustar that are being used are gusta and gustan.

3. Repeat several examples and encourage students to formulate a rule for the use of gusta.
   a. gusta is used when only one thing is liked and with action words.
   b. gustan is used when describing things that are liked, in the plural.

4. Explain to the class that when using the verb gustar we use indirect object pronouns because, in Spanish, the thing that is liked becomes the subject and the person who does the liking becomes the indirect object. For example: "Me gusta la flor" literally translated becomes "the flower is pleasing to me." (It really is not essential that the class understand the grammatical point, as long as they are aware that gustar functions differently.)

5. Ask the class simple questions using the verb gustar. For example: "¿Te gusta nadar?" Encourage the class to respond using the correct verbal structure, "Si, me gusta nadar" or "No, no me gusta nadar."

6. Continue this drill introducing the pronouns le, nos, les. When each new indirect pronoun is introduced place it on the chalkboard with its English equivalent.

7. The class should note at this point that the only difference between a statement and a question when using the verb gustar is one of inflection. Point out that when the sentences are written, the questions require the question marks that appear in all Spanish questions.

8. Subject pronouns may be used in sentences using gustar for purposes of clarification or emphasis: For example:
   a. A Elena, le gusta leer.
   b. A Jorge, le gusta esquiar.
   c. A mi, me gusta bailar.

9. Return to the responses given by the students during the motivation and, with the help of the class, construct original sentenses using the verb gustar. Ask class to repeat each sentence and place it on the board.

10. Have class insert disk 1 of Board of Education "Spanish Level 1" into drive A and turn on computer and monitor. The disk is self booting. Instruct class to choose module 14 the verb gustar.

11. Students should be familiar with computer responses given throughout the program:
    Sí, and a smiling face - correct response
    Incorrecto, and a frowning face - incorrect response,
    The student is then given a hint in English: the hint is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.
    The module consists of ten multiple choice questions. Each correct response earns the student 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module.
    *Note - The Shift Lock key must be down in order for a correct answer to register; the program does not recognize lower case responses. (Apple only)

12. Allow the class 15-20 minutes to complete the module. There is an explanation, in English, of the uses of gustar which the student can refer to.

Application of the Word Processor:

Display pictures and have students write several sentences saying what they and their friends like.

Reinforcement:

Have students ask and answer questions as to what they like or do not like.

Summary:

1. How many forms of the verb gustar are there?
2. How does it differ from regular -ar verbs?
3. How do you say "we like," "I like," etc.?

Homework:

Write ten sentences about things that you, your family, and friends like to do.

Enrichment:

1. Introduce other verbs that function like gustar.
   1. disgustar - displease
   2. faltar - to lack
   3. importar- to be important
   4. interesar - to interest
   5. parecer - to seem
   6. quedar - to remain
2. Practice using the above verbs in sentences.

Topic 14: Difference in Usage Between *SABER* and *CONOCER*

Aim: What are the differences in use between SABER (to know) and CONOCER (to know)?

Performance Objectives: Students will be able to:

- express the appropriate forms of saber and conocer in the present tense
- explain the differences in meaning between the two verbs
- use saber and conocer in the proper situation, both orally and in writing

Materials:

- Apple computer lab
- software: Spanish Grammar II by Intellectual Software

Motivation:

Ask the class to think about the following sentences:

1. I know about history and geography.
2. We know Mary Jones.
3. My mother knows every store in the mall.

What different meanings are found for the verb TO KNOW in each sentence? Elicit from the class that the verb TO KNOW may mean: to know a fact, to be acquainted with a person, a place, or a thing.

Development:

1. Explain to the class that the English verb, TO KNOW, is translated into Spanish by two distinct verbs, each one having a completely different meaning.

2. Review both infinitives orally, in complete sentences, and then place on the board:
   Ex: Quiero conocer a esta muchacho bonita.
   Quiero saber muchas lenguas.
   Quiero saber patinar bien.

   SABER = TO KNOW - a fact, to have information about something, or to know how to do something; followed by infinitive, 'to know how to' do something.
   CONOCER = TO KNOW - to be acquainted with a person, a place or a thing; to meet, make the acquaintance of (a person).

3. Inform the class that both verbs are irregular, ONLY IN THE FIRST PERSON SINGULAR, (YO) and are then conjugated like any other -ER verb.

4. Using sentences, such as: Yo sé escribir.
   Yo conozco a Juan y Laura.
   and substitution drills, review forms of saber and conocer, stressing the irregular first person singular.

SABER		CONOCER	
sé	sabemos	conozco	conocemos
sabes	sabéis	conoces	conocéis
sabe	saben	conoce	conocen

5. Have class choose the correct form of saber or conocer in each of the following sentences.
   1. María _____ mucho español
   2. Mi padre _____ al padre de José.
   3. Yo _____ ir en bicicleta.
   4. Juana, _____ a Isabel?
   5. Mis padres _____ bien a San Juan, Puerto Rico.

6. Have students load disk A into drive A, and turn on the monitor and computer power. The disk is self-loading.

7. When the menu appears, instruct the class to choose option L25 - Verbs II. Instruct class to review the lesson on SABER and CONOCER, and do the appropriate exercises. An introductory screen appears, listing the differences between SABER and CONOCER. A variety of exercises follows, giving students practice in the different uses of the two verbs. A numerical score is given at the end of the module. Students who earn a low score will be directed to repeat the lesson.

8. Allow the class 15-20 minutes to complete the computer segment of the lesson.

Application of the Word Processor:

Dictate five sentences in Spanish (these could be from 5 above) and have students enter them into the word processor. One student can write them on the board so they can more easily be reviewed and corrected.

Reinforcement:

Using the worksheet for Saber and Conocer, elicit from students which verb they would use in each sentence, and why.

Summary:

1. How do we conjugate SABER and CONOCER in the present tense?
2. What is the difference in their meanings/usage?
3. Can you form oral sentences using these verbs?

Homework:

1. Translate the sentences on the worksheet for SABER and CONOCER.

2. Write six original sentences, three using SABER, and three using CONOCER.

Enrichment:

Make a list of additional verbs which have one translation in English but require different verbs in Spanish to convey meaning according to context. (Ex. ASK in English can be either PREGUNTAR, for questions, or PEDIR for requests. SER and ESTAR to mean TO BE, etc.)

WORKSHEET FOR SABER AND CONOCER

Give the Spanish translation for each of the following ve Be . to use the appropriate verb, SABER or CONOCER in each sentence.

1. I know the answer to that question.
2. I don't know Mr. Gonzales.
3. My father knows all about cars.
4. I know a good place to buy a car.
5. They know a lot of Spanish.
6. The children know how to swim.
7. We know the school that you go to.
8. My mother knows how to sew.
9. It's a pleasure to know (meet) you!
10. John knows all the bus routes in Brooklyn.
11. He doesn't know my brother.
12. They know the verbs saber and conocer.
13. Do you know how to get to Philadelphia?
14. Do you know Juanita?
15. Do you know how to do the homework?

Topic 15: Irregular Verbs — *DAR, IR, TENER, VENIR*

Aim: How do we conjugate the following irregular verbs - dar, ir, tener and venir - in the present tense?

Performance Objectives: Student will be able to:

- match subjects and subject pronouns with the appropriate forms of the verbs dar, ir, tener and venir
- express the appropriate forms of the verbs in meaningful context
- identify these verbs as irregular (as opposed to regular)

Materials:

- Apple computer lab
- Software: "Cara a Cara" by Heinle and Heinle, Boston, Mass. disk 2, Unit 3

Motivation:

Ask the class how many of them are familiar with the word "irregular." Prompt responses by asking the class if they have ever bought an item marked "irregular." Explain that the thing that makes the item irregular is that it deviates from other items of the same type. At this point students should realize that an irregular verb is one that deviates from the rules that govern other verbs of same type.

Development:

1. Through illustrative sentences, review dar, ir, tener and venir which have been previously introduced in various contexts.

2. Have class load disk 2 of "Cara a Cara" into the disk drive. (Drive A in a computer with 2 disk drives.) The disk is self-booting.

3. The computer will display an introductory screen with different options listed. Have class choose option 1 - "Preparación." A new screen will appear listing new options. Have students choose option 3, "Los Verbos Dar y Ir:"

4. The computer will display a screen in which sentences will appear using dar or ir. The form of the verb is highlighted. Ask class to repeat the sentence and then the form of the verb used (individual and group response). Use the model sentences as a guide and ask students to form original sentences, employing specific verb forms.

   It is essential that students familiarize themselves with all aspects of the computer program before using it.

   a. The program has built-in devices that will result in accent marks, inverted ?, and tildes. The manual provides instructions on how these special orthographic symbols can be accessed: For the inverted ? press e, then ESC, then ? For inverted ! press e, then ESC, then ! For tilde, press n, then ESC, then n. The manual is not clear on the use of the accent mark. In order to create an accent, type the letter to be accented, then ESC, then e.

   b. To correct typing errors, use delete key or the left arrow key to delete mistyped characters.

c. To return to the menu at any time, type (*) using shift key; press Return.

d. The scoring system is activated ONLY when a correct response is given ON THE FIRST TRY. The computer uses a variety of complimentary phrases for a correct answer, such as: Perfecto, fabuloso, fantástico, muy bien. No and incorrecto are used for an incorrect response. The program WILL NOT move to the next item until a correct response is given. The computer will flash the correct response and then ask the student to try again.

5. Once the teacher is satisfied that students are comfortable with the uses of the verb forms that have been presented, the exercise segment of the module can be introduced. In this segment, students are to work individually or in small groups. The exercise on the forms of dar and ir is a space bar exercise in which students choose the correct form of the verb. Both verbs are used at random. The student receives a numerical score for the first correct answer ONLY. The computer will prompt the student if an incorrect answer is given, and ask the student to try again. The program moves to the next portion only AFTER a correct response is given. Ask students to jot down their score and repeat the exercise if a low score has been achieved. Allow 10-15 minutes for completion of this exercise.

6. When students have satisfactorily completed the exercise, they should be instructed to press return. The menu will appear. Instruct students to choose option 5, "Los Verbos Tener y Venir." An explanation will appear, in Spanish, for each new verb form, following a procedure similar to that used with dar and ir. Ask students to note the differences in these two forms (-go, and e-ie in 2nd, 3rd person plural). Award bonus points to students that can find the distinction.

7. When the teacher is satisfied that the class is comfortable with tener and venir, instruct class to complete the space bar exercise that follows. Give students the same instructions as the previous exercise. Allow class 15-20 minutes for completion.

Application of the Word Processor:

. Viene de Nueva York.
. Tienen hambre.

For each of the above introductory sentences have students write at least five sentences using an appropriate subject or subject pronoun (no names) to complete the story that each suggests.

Reinforcement:

. Substitution and/or repetition drills.

- Voy al parque.
- Tengo hambre.
- Vengo de la clase de inglés.
- Doy un paseo.

Summary:

How do we conjugate tener, venir, dar and ir? Ask class to compose or complete sentences, using the correct form of the verb.

Homework:

Write five original sentences for each of the four verbs to be presented orally to the class.

Enrichment:

Ask class to reload the program, using established routines. Ask them to choose #1 "Preparación." When new menu appears, ask students to choose #4 ¿Que es?. This is a type-in exercise, using forms of dar and ir. As each correct answer is given, part of a drawing is filled in. Students may solve the puzzle at any time by typing in the correct response. This exercise is wonderful review and great fun!

Topic 16: Irregular Verbs: *-GO* Ending in the Present Tense

Aim: How do we conjugate irregular -go ending verbs?

Performance Objectives: Students will be able to:

- identify -go ending verbs and their infinitives
- conjugate the present tense of -go ending verbs in the in the present tense
- pronounce each form of these verbs correctly
- use forms of -go ending verbs correctly to form oral and written sentences
- apply the following -go ending verbs in meaningful context: oír, poner, salir, traer, venir

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized I" by Lingo Fun Inc., side 2
- teacher-prepared transparency with list of verbs to be studied
- overhead projector

Motivation:

Initiate a discussion of the meaning of the term "irregular". Ask student to think about things that are termed "irregular", such as items offered for sale at discount prices, rules that are bent, etc. Formulate a definition of this particular word: irregular - something that differs from the norm. Inform students that the verbs to be studied today differ from the rule governing verbs in the present tense.

Development:

Through repetition and substitution drills,

1. Introduce the infinitives of the verbs to be studied in the lesson:
   a. oír - to hear
   b. poner - to put (explain when used as a reflexive, ponerse means to put on)
   c. salir - to go out
   d. traer - to bring
   e. venir - to come

2. Juan quiere oír la música,
   poner su libro en la mesa
   salir de la escuela
   traer un regalo para su amiga
   venir a nuestra casa
   Practice pronunciation through choral and individual repetition

3. Students should be familiar with all forms of subject pronouns from previous lessons. Inform students that the verbs to be studied have one thing in common: they all end in -go in the first person singular (yo). The endings for every other subject pronoun follow the rule for -ar, -er, or - ir verbs.

4. Use the overhead projector to display conjugation of each of the verbs to be studied. Point out that the verb oír changes in the stem from i to y in the tú, el, ella, usted, and ustedes forms and has an accent in the

nosotros form. Venir is stem changing (e-ie) in all forms EXCEPT yo and nosotros.

5. Assign students to represent different subject pronouns. Give an infinitive; the students will then give the conjugation for the subject pronouns they represent. Repeat the procedure using all the verbs to be learned. Speed up the process as students become more familiar with each conjugation. Have students act as teacher and assign the verbs to be conjugated.

6. Have students make up short, original sentences using the new conjugations they have learned for oral presentation to the class.

7. Have class insert "Spanish Grammar Computerized I", side 2 into drive A and turn on computer and monitor. The disk is self-booting.

8. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen:
   Return - selects the lesson
   ? explains the function of each key
   Have students select "Present Tense of Irregular Verbs." A new menu appears giving students the following options:
   * practice
   * review
   * return to main menu
   * instructions
   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used through the program. As an added reminder, teacher can place directions on the board. Have students select "Review" and go over the conjugation of Irregular -go ending verbs. They are then to go to the "Practice" segement, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have the students do as many of the exercises as possible. Ask students to record each score and repeat the segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Dictate several sentences. Have one student write them on the board, while the others put them into the word processor. If time permits, these sentences can then be made singular/plural.
Example: Venemos de la sala de clase.
Pongo los papeles en el cesto.

Reinforcement:

Review - individually and chorally - the YO form for each of the following verbs: venir, oír, traer, salir, venir.

Summary:

1. What do the verbs studied today all have in commom?
2. What do we mean by the term "irregular verb"?

Homework:

1. Write 10 sentences using the verbs that have just been learned, for oral presentation to the class.
2. Pretend that you are teaching the lesson to another student. How would YOU explain irregular verbs? What method would YOU suggest for learning these verbs?

Enrichment:

For Use with the Word Processor:

1. Have students enter their sentences into the word processor. Show them how they can use the word processor to make corrections, move words, sentences, add and delete.

2. Replace the underlined verb in the following sentences to correspond to the present tense of the pronoun in parentheses.

1. Hacer la tarea todos los días. _____ (Nosotros)
2. Saber la lección de español. _____ (El)
3. Caer de pie. _____ (Usted)
4. Poner la mesa. _____ (Ellas)
5. Traer un amigo a la fiesta. _____ (Tú)
6. No tener tiempo mañana. _____ (Ustedes)
7. Venir a tiempo todos los días. _____ (Nosotras)
8. No salir por la noche. _____ (Nosotros)
9. Oír música clásica. _____ (Tú)
10. Oír a los amigos. _____ (Nosotros)

Topic 17: Recognition of Reflexive Verbs in the Present Tense

Aim: How are reflexive verbs used?

Performance Objectives: Students will be able to:

- explain reflexive verbs
- determine differences and similarities with other verbs that have been previously studied
- demonstrate the relationship between subject and reflexive object in a sentence containing a reflexive verb
- express simple statements about daily activities using the present tense of reflexive verbs

Materials:

- Apple computer lab
- software: "Un Día Típico" by D.C. Heath and Co.

Motivation:

Place the following on the board: Compare the following sentences:

Pongo el libro en la mesa.	Me pongo el sombrero.
Pablo lava los platos.	Pablo se lava.
La madre baña el bebé.	La madre se baña.

Ask the students to look at the verbs carefully and determine what makes them different from other present tense verbs previously studied. The students will determine that the application of the reflexive pronoun directs the action of the verb to the subject.

Development:

1. Explain to the class that the "se" acts as an indicator that tells us that the action of the verb reflects back upon the subject (self) and must have a reflexive pronoun placed between the subject and verb. Once that has been done, the verb is conjugated like other present tense verbs. The subject and reflexive pronoun must be the same person.

2. Place the following on the chalkboard:

¿Quién se lava?	Who washes?
Yo me lavo.	I wash (myself).

   Ask the students to ponder the following questions:

   - What is the subject of the verb?
   - What is the object of the verb?

3. Review with students the correct procedure for loading disks and direct them to load disk 1 into drive A. The students should turn on the monitor and computer power. The program is self loading.

4. When the menu appears on the screen, instruct the students to choose option 3 - "Activities." Direct students to choose #1: "Paco se levanta."

5. Have class review the introductory segment together. Ask the students to give an explanation of what Paco is doing based on the graphics that appear on the screen. The reflexive forms are highlighted. Pronounce each reflexive form carefully and have the class repeat it.

6. Students should now work individually on the exercises which follow. Exercises presented in this program take approximately 20 minutes and consist of the following:

   A. a review, in chart form, of the present tense of reflexive verbs with corresponding reflexive pronouns.

   B. pictures of Paco doing various activities, which the student describes by pressing the space bar when the correct reflexive verb form is displayed.

   When a student gives an incorrect response, the screen will display:
   No, ¡inténtalo otra vez!
   If a second incorrect response is given, it displays:
   No, ¡mira bien otra vez!
   after which the reflexive verb chart appears on the screen. The student gets a third chance, but if the response is again incorrect, the correct answer is given:
   No, la respuesta es _____.

Application of the word processor:

Using the program just viewed as a model, have students write five sentences about Juanita's morning activities, using the verbs: despertarse, levantarse, lavarse, peinarse, mirarse. Review forms and translation.

Summary:

1. How do we recognize a reflexive verb?

2. What makes reflexive verbs different from other verbs that we have studied?

Homework:

Have students write 4-5 original sentences (in first person singular) about their morning activities using Paco's routines as a model. (For remedial classes, the teacher may want to prepare a sheet in which only the verb has to be filled in.)

Enrichment:

Change the following sentences to show a reflexive situation. Be prepared to discuss their meaning:

Los muchachos lavan los platos.
Mi hermana baña el perro.
Los estudiantes levantan la mano.
Nosotros ponen los libros en la mesa.
Mi madre viste el bebé.

Topic 18: Conjugation of Reflexive Verbs in the Present Tense

Aim: How do we conjugate reflexive verbs in the present tense?

Performance Objectives Students will be able to:

- use subject pronouns, reflexive pronouns and reflexive verbs correctly
- express the appropriate forms of reflexive verbs
- demonstrate the relationship between subject and reflexive object in a sentence containing a reflexive verb
- apply forms of the following reflexive verbs in meaningful context: lavarse, mirarse, ponerse, despertarse, encontrarse

Materials:

- Apple computer lab
- software: "Un Día Típico" by D.C. Heath and Co., disks 1 and 3
- poster showing Juan's morning in pictures

Motivation:

Using the poster elicit from students:
A las siete, Juan se despierta.
Se levanta y va a la sala de baño.
Juan se lava la cara y las manos.
Juan se pone los pantalones y una camisa.
Va a la escuela a las ocho menos diez.

Development:

1. Through repetition and substitution drills review verb forms as well as the reflexive application with reflexive pronouns. Stress the fact that once the "se" has been removed, the verb is conjugated in the same manner as any other verb.

Juan mira la televisor.	Juan se mira.
Pongo mi libro en la mesa.	Me pongo el abrigo.
Despierto mi hermano todos los días.	Me despierto a las ocho.
Encuentro mi amiga en el parque.	Ahora me encuentro en la clase.
Mi madre llama a mi profesora.	Mi madre se llama María Gomez.

2. Direct students to load disk 1 into drive A. The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to choose option 6 "Additional Exercises." The student will be told to remove disk 1 and replace it with supplementary disk (disk 3). When the menu appears on disk 3 instruct students to choose #3 option 1.

4. Option 1 is a slot drill using the verbs lavarse, levántarse, and despertarse.
At the top of each screen the student will see the following:
subject/ reflexive verb/ object
Ex. yo ponerse los zapatos
The student must first choose the correct reflexive pronoun for the subject indicated; then the correct form of the verb. The two words are then typed in the space provided. Help can be elicited by pressing shift and ? during each portion of the exercise.

When a student gives an incorrect response, the screen will display:
No, ¡inténtalo otra vez!
If a second incorrect response is given, it displays:
No, ¡mira bien otra vez!
after which the reflexive verb chart appears on the screen.

The student gets a third chance, but if the response is again incorrect, the answer is given:
La repuesta es _____.

5. Option 2 should be chosen at the conclusion of option 1. Option 2 is a type-in drill using the verbs LAVARSE and DESPERTARSE.

Application of the Word Processor:

Using the chart of Juan's morning activities describe in 4-5 sentences, using reflexive verbs, what Juan does every morning.

Reinforcement:

Using the same reflexive verbs as in Juan's activities, ask students about their own daily morning routines. Use repetition drills where necessary.

Homework:

Assign an appropriate exercise from your text; or students may create a picture/cartoon-storybook entitled "Por la Mañana."

Enrichment:

1. Begin keeping a log of activities done during the day that involve the use of reflexive verbs.

2. Ask a member of your family about his/her activities during the day and prepare a short paragraph about it.

3. Begin corresponding with pen pals in Spanish-speaking countries. Ask about your pen pal's daily routines. Prepare a report on it, using reflexive verbs as required in the description.

Topic 19: The Present Participle (Gerund)

Aim: What are the forms and uses of the present participle (gerund)?

Performance Objectives: Students will be able to:

- identify, form and pronounce the present participle of regular verbs
- use the present participle in complete Spanish sentences

Materials:

- Apple computer lab
- software: Spanish Grammar IV by Intellectual Software

Motivation:

Ask the class to think about sentences in the present that stress that the action is taking place right now. What ending do these verbs take in English? The class should conclude that these verbs take "ing" as their ending. For example, walking, eating, sleeping, writing and reading. Such verbs, that is verbs that end in -ing, are known as present participles, or gerunds.

Development:

1. Explain to the class that Spanish, as well as English, uses the present participle to stress the fact that the action is taking place in the immediate present. For example:
   What are you doing? (right now) --------- I am talking. (right now)

2. When forming the gerund of regular verbs in Spanish, the verb that becomes the present participle is not conjugated by the ordinary method. The form of the gerund remains the same no matter which person is the subject of the sentence. The subject of the verb is indicated by the helping verb estar, which is conjugated according to the subject needed in the sentence.

3. Using forms of the verb estar and trabajando, have students practice orally the present progressive tense through substitution drills. Do the same with comiendo and escribiendo.

4. Show the class, utilizing the chalkboard or a teacher-formatted chart, how the present participle is formed.

-ar verbs	-er verbs	-ir verbs
drop the ending and add ANDO	drop the ending and add IENDO	drop the ending and add IENDO
EXAMPLES:	**EXAMPLES:**	**EXAMPLES:**
ANDAR = ANDANDO	COMER = COMIENDO	VIVIR = VIVIENDO
TRABAJAR = TRABAJANDO	BEBER = BEBIENDO	ABRIR = ABRIENDO
AMAR = AMANDO	VER = VIENDO	ESCRIBIR = ESCRIBIENDO

5. Practice the formation of gerunds with the class. Explain that there are irregular forms of the gerund that will be covered in subsequent lessons.

6. Review with students the correct procedure for loading disks in the computer. Direct the class to load disk A into drive A. The disk is self-loading.

7. When the menu appears direct students to choose option L15 - Progressive Tenses and work on the initial section dealing with the formation of gerunds. A screen explaining the formation of the Present participle appears. The explanation is in English. This is followed by a type-in exercise giving the students practice in the formation of the present participle. If the student gives a correct response, the computer program gives praise in English. If an incorrect answer is given, the computer program will provide the student with the correct answer.

8. Allow the class 15-30 minutes to do the appropriate exercises on the computer.

Application of the Word Processor:

Dictate to the students:
Después de las clases vamos a la plaza. Nos divertimos jugando, corriendo y saltando. ¿Dónde están nuestros padres? Las madres están en casa cuidando de los niños y preparando las comidas. Los padres están trabajando.

Students should type the paragraph on the word processor; one student at the board to facilitate correction.

Reinforcement:

Using substitution and question-and-answer drills, review forms of the present participle and estar.

Summary:

1. What are the forms of the gerund in Spanish? (-ar,-er,-ir)
2. When do we use the gerund in Spanish?

Homework:

1. Give the present participle for each of the following verbs:
    1. caminar-
    2. bailar
    3. comprender-
    4. cantar-
    5. dibujar-
    6. discutir-
    7. correr-
    8. odiar-
    9. viajar-
    10. pintar-

2. Change to the present progressive terms:
   Ex. Hablamos mucho. Estamos hablando mucha.
   1. Celebramos el cumpleaños de Juan.
   2. Escribe la dirección.
   3. Comemos ahora.
   4. Mi hermana trabaja.
   5. Aprenden el español.

Enrichment:

Ask class to consider why the majority of regular gerunds fall into category 1 (ar verbs).

Topic 20: The Present Progressive Tense

Aim: How do we form the present progressive tense in Spanish?

Performance Objectives: Students will be able to:

- recognize and pronounce the present participle in Spanish
- identify situations requiring the present progressive tense
- form the present progressive tense
- use the present progressive tense in oral and written sentences

Materials:

- Apple computer lab
- software: Spanish Grammar IV by Intellectual Software

Motivation:

Make the following statements to the class; while uttering each sentence, perform the action.

a. I am walking around the room.
b. I am speaking to the class.
c. I am writing on the board
d. I am opening the windows.

Ask the class what makes these sentences different from other sentences in the simple present. Stress that the use of TO BE + the present participle emphasizes the fact that the action is TAKING PLACE IN THE PRESENT, and IN PROGRESS AT THAT VERY MOMENT.

Development:

1. Using sentences in Spanish to describe your actions i.e. Estoy hablando a la clase, Estoy escribiendo en la pizarra, etc.), elicit that these sentences are composed of estar and a present participle.

2. Review the rules for the formation of the present participle, or gerund:
   For example: andar - andando
   escribir - escribiendo
   comer - comiendo

3. Explain to the class that the present progressive is a compound tense, that is, one that takes two verbs. The present progressive tense in Spanish is formed by using the present tense of the verb estar + (the present participle of another verb). The verb estar is conjugated, while the present participle remains constant.

4. Using substitution drills, review the conjugation of the present tense of the verb ESTAR.

   Ex. Yo estoy corriendo a la tienda
   Tú estás
   El está, etc.

5. Review with students the correct procedure for loading disks in the computer. Direct the class to load disk A into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

6. When the menu appears, instruct the class to choose option L15 - Progressive Tenses. Have the class review the formation of the present participle, which comes at the beginning of the computer segment of the lesson, and continue to the portion dealing with the present progressive. The section dealing with the present participle is a type-in exercise and the section on the present progressive is multiple choice. Each set of exercises is preceded by an explanation, in English, followed by examples and the exercises. The computer will give the correct answer if an incorrect answer is given. At the end of all the exercises, the student will receive a numerical score.

7. Allow the class 15-20 minutes to complete the computer segment of the lesson.

Application of the Word Processor:

Have students enter on the word processor:
Yo estoy escuchando a la maestra.

They should then write a sentence for each subject pronoun (Tú estás escuchando, etc.) and make up some other subjects (La alumna está escuchando, etc.).

Reinforcement:

Form questions and answers (teacher to student and student to student), such as:
¿Estás escribiendo las frases?
¿Están escuchando a la profesora?

Summary:

1. How is the present progressive tense formed?
2. When do we use the present progressive tense for added emphasis, when the action is in progress in the present?

Homework: See attached sheet

Enrichment:

Have students keep a log of ongoing activities for one day, giving times and the activity that is taking place at that time.

La Tarea

I. Matching: For each present progressive form in Column A, give the correct English meaning found in column B.

COLUMN A		COLUMN B
1. estoy hablando	_____	a. I am flying
2. estamos bailando	_____	b. You are falling
3. están escuchando	_____	c. They are talking
4. está corriendo	_____	d. He is bringing
5. estamos oyendo	_____	e. They are kissing
6. están cayendo	_____	f. You are studying
7. están abriendo	_____	g. They are looking
8. estoy jugando	_____	h. We are dancing
9. estamos yendo	_____	i. I am speaking
10. está trayendo	_____	j. We are running
11. estoy volando	_____	k. We are hearing
12. están besando	_____	l. We are going
13. estamos corriendo	_____	m. We are drinking
14. está escuchando	_____	n They are listening
15. estoy cantando	_____	o. They are opening
16. estás trayendo	_____	p. I am playing
17. estamos hablando	_____	q. He is listening
18. estamos bebiendo	_____	r. I am singing
19. estás estudiando	_____	s. You are bringing
20. están mirando	_____	t. You are running

II. Completion: Fill in the present participle of the verb in parentheses:

1. Yo estoy _____ la pizarra. (borrar)
2. Los muchachos están _____ en el parque. (jugar)
3. Mi mamá está _____ en la oficina. (trabajar)
4. Nosotros estamos _____ en español. (responder)
5. María está _____ los platos. (lavar)
6. La maestra está _____ en la pizarra. (escribir)
7. Los niños están _____ el español. (estudiar)
8. Nosotros estamos _____. (cantar)
9. Ustedes están _____a la escuela. (caminar)
10. El niño está _____ por la calle. (correr)

Topic 21: The Past Progressive Tense

Aim: How do we form the past progressive tense in Spanish?

Performance Objectives: Students will be able to:

- form the past progressive tense
- use the past progressive tense for added emphasis

Materials:

- Apple computer lab
- software: Spanish Grammar IV by Intellectual Software

Motivation:

Review the lesson on the present progressive tense with the class, stressing the fact that the present progressive is used to stress an on-going action taking place in the present. Ask the students to think of a way that you can do the same thing to show that an action was ongoing in the past tense.

Development:

1. Elicit from the class how the past progressive tense is formed by stating the following sentences and further explaining them in Spanish:
   a. Los niños estaban caminando.
   b. Yo estaba comiendo arroz con pollo.
   c. Tú estabas oyendo la musica.
   d. El estaba escribiendo una carta a su amigo.
   e. Nosotros estabamos tocando la música.
   f. Ellos estaban preguntando.
   g. Ella estaba jugando.

2. Review the rules for the formation of the present participle, (gerund) with the class.
   For example:
   ir - yendo
   andar - andando
   correr - corriendo

3. Explain to the class that the past progressive is, like the present progressive, a compound tense. The past progressive is made up of the imperfect tense of the verb estar + the present participle. The verb estar is conjugated, while the present participle remains constant.

4. Using substitution drills, review the conjugation of the imperfect tense of the verb estar:
   Ex. Yo estaba leyendo el libro.
   Tú estabas
   El estaba
   etc.

5. Remind the students of the correct procedure for loading disks in the computer. Have students load disk A into drive A, and turn on the monitor and computer power. The dick is self-loading.

6. When the menu appears, instruct the class to choose option L15 - Progressive Tenses. Have the class review the sections leading to the past progressive tense, present participle, present progressive). These consist of type-in and multiple-choice exercises. Each set of exercises is preceded by an explanation, in English. The section on the past progressive consists of multiple choice questions. The program gives the student the correct response if an incorrect answer is given. A numerical score is given at the end of the lesson.

7. Allow the class 15-20 minutes to complete the computer segment of the lesson. Instruct the students to note their scores and repeat the lesson if a low score is achieved.

Application of the Word Processor:

Dictate and have students enter into the word processor the following sentences in the present progressive tense:

1. Ana está hablanda por teléfono.
2. Están escribiendo una carta.
3. Estamos leyendo una revista interesante.
4. Mi madre está haciendo un suéter.
5. Estoy aprendiendo el español.

Then have them change the sentences into the past progressive tense.

Reinforcement:

Have students individually answer questions such as:
¿Quién estaba corriendo en la calle?
¿Quién estaba celebrando el cumpleaños de José?

Summary:

1. How do we form the past progressive tense?
2. When do we use the past progressive tense? Why?

Homework: Attached sheet

Enrichment:

Ask class to write a short paragraph about things they have done, using the past progressive tense.

La Tarea

I. Match the correct English meaning in column B with the past progressive forms found in Column A:

	Column A	Column B
___	1. estaba cantando	a. he was going
___	2. estabas preguntando	b. you were writing
___	3. estaba yendo	c. you were explaining
___	4. estabamos bailando	d. I was playing
___	5. estaban corriendo	e. you were talking
___	6. estabas explicando	f. they were believing
___	7. estaban oyendo	g. they were jumping
___	8. estaba cayendo	h. they were reading
___	9. estaban creyendo	i. they were drinking
___	10. estabas escribiendo	j. he was hearing
___	11. estaban leyendo	k. I was singing
___	12. estaba caminando	l. we were dancing
___	13. estabamos nadando	m. she was cooking
___	14. estaban saltando	n. we were swimming
___	15. estaba jugando	o. we were listening
___	16. estabas tocando el piano	p. I was falling
___	17. estabamos escuchando	q. you were asking
___	18. estaba cocinando	r. he was walking
___	19. estaban bebiendo	s. you were playing the piano
___	20. estaba hablando	t. they were running

II. Change the following sentences into the past progressive tense.

1. María está lavando los platos.
2. La maestra está escribiendo en la pizarra.
3. Los niños están estudiando el español.
4. Nosotros estamos cantando la canción.
5. Ustedes están caminando a la escuela.
6. Vosotros estáis jugando en el parque.
7. Tú estás trabajando mucho.
8. Yo estoy mirando la televisión.
9. Juan está comiendo el almuerzo.
10. Ana está hablando con Juan.

Topic 22: Polite Commands

Aim: How do we form polite (formal) commands in Spanish?

Performance Objectives: Students will be able to:

- identify, form and pronounce the polite commands of regular verbs
- identify, form and pronounce the polite commands of the irregular verbs: ir, dar, poner, venir, jugar
- attach object pronouns to formal commands
- form negative commands

Materials:

- Apple computer lab
- software: Spanish Grammar IV by Intellectual Software

Motivation:

Place the following sets of sentences on the board:

1 a. John opens the door
1 b. John, open the door!

2 a. Mary looks at me.
2 b. Mary, look at me!

3 a. The boys study the lesson.
3 b. Boys, study the lesson!

Elicit from the class that the sentences in group "A" are written in the indicative mood (statements), while the sentences in set "B" are in the imperative mood (commands).

Development:

1. Have one student follow a series of commands in Spanish, i.e., Cierra la puerta, Abra la ventana, Levántese, etc. The rest of the class should repeat the commands.

2. Explain to the class that the imperative mood is one in which a command is given.

3. Polite commands in Spanish - usted, ustedes - are identical to those of the subjunctive mood in both the affirmative and negative.

4. After reviewing the following, place the chart on the board:

INFINITIVE	YO FORM - PRESENT TENSE	FORMAL COMMANDS
abrir	abro	abra Ud., abran Uds.
caminar	camino	camine Ud., caminen Uds.
comer	como	coma Ud., coman Uds.
venir	*vengo	*venga Ud., vengan Uds
jugar	*juego	*juega Ud., juegan Uds.
poner	*pongo	*ponga Ud., pongan Uds.
estudiar	estudio	estudie Ud., estudien Uds.

80

Explain to the class that the imperative form is formed from the YO FORM OF THE PRESENT TENSE. Drop the o and add a or an for ER verbs, and e or en for AR verbs. If the verb is irregular or stem-changing in the YO form, it is irregular or stem-changing in the imperative.

5. The imperative mood has two common verbs that have an irregular form, they are: IR, to go, and DAR, to give. Stress that these irregular forms must be studied carefully!

   Ir - vaya Ud., vayan Uds.
   Dar - dé Ud., den Uds.

6. The negative form of the imperative mood is formed by simply placing "no" in front of the verb. Give the class the following examples:
   a. No coma ahora.
   b. No vengan aquí.
   c. No escriba en la pizarra.

7. Explain to the class that in the imperative mood, object pronouns follow the verb and are attached to it in an affirmative command. A written accent mark is needed because of the additional syllable.
   For example: Buy it. = Cómprelo
   Get up. = Levántense Uds.
   If the command is negative, object pronouns are placed before the verb.
   For example:
   Don't buy it = No lo compre
   Don't get up = No se levanten

8. Have students load Disk A into drive A, and turn on computer and monitor power. The disk is self-loading.

9. When the menu appears, instruct the class to choose option L35 - Imperative Mood. A short explanatory screen appears for each different aspect of the imperative. Each screen is followed by a short, multiple choice exercise dealing with that aspect. The student will receive a numerical score at the end of the module.

10. Allow the class 15-20 minutes to complete the computer segment of the lesson. Remind students to note their scores and repeat the lesson if a low score is achieved.

Application of the Word Processor:

Have students type into the word processor at least five commands that are used in the classroom. Make them both singular and plural.

E.g.: Cierra usted el libro.
Cierran ustedes los libros.

Reinforcement:

Have students give each other various commands and obey them.

Summary:

1. How do we form polite commands of regular verbs in Spanish?
2. What are the polite commands of ir and dar?
3. Are the polite commands of poner, jugar, and venir considered irregular? Why?
4. How do we use object pronouns with the imperative mood?

5. How do we form negative formal commands?

Homework: See attached sheet

Enrichment:

Have the class make up a list of ten commands that pertain to classroom situations. Compile a list and place it in a prominent part of the room.

La Tarea

Part A: Give the formal commands for each of the following verbs:

1. andar
2. pedir
3. venir
4. dibujar
5. bailar
6. levantar (se)
7. sentar (se)
8. escribir
9. dormir
10. empezar
11. borrar
12. leer
13. hacer
14. escuchar
15. decir
16. ir
17. dar
18. jugar
19. enseñar
20. estudiar

Part B: Fill in the blank with the correct imperative form of the verb in parenthesis; use the singular command form.

1. _____ el libro a Juan. (dar)
2. _____ a la pizarra, por favor. (ir)
3. _____ sus libros mañana. (traer)
4. _____ Ud. la ventana, por favor. (cerrar)
5. _____ su cuaderno sobre el pupitre. (poner)
6. _____ una botella de leche y una docena de huevos. (comprar)
7. No _____ tarde por la mañana. (llegar)
8. No _____ demasiado en la clase. (hablar)

Topic 23: Indirect (Implied) Commands

Aim: How do we form implied commands in Spanish?

Performance Objectives: Students will be able to:

- identify, form and pronounce indirect commands
- introduce the subordinate clause, with "que" and the present subjunctive
- express the appropriate forms of the present subjuctive of regular verbs and certain irregular verbs (venir, ir)

Materials:

- Apple computer lab
- software: Spanish Grammar IV by Intellectual Software

Motivation:

Ask the class to notice the differences between these two sentences.

1. Open the door.
2. I want you to open the door.

Point out to the class that in the first sentence the command is given directly and is in the imperative mood, whereas in the second sentence the command is implied or indirect.

Development:

1. Explain to the class that implied commands in Spanish appear in the subordinate clause, following a clause expressed in the indicative mood.

2. Tell the class that the subordinate clause is expressed by the subjunctive mood and is preceded by the word QUE.

3. It is easy to remember implied commands, if the following formula is kept in mind:

   indicative mood + que + subjunctive mood

   Elicit from students that the verb in the indicative mood is usually querer, desear, insistir or esperar (verbs of wishing or desire). Practice forming implied commands with the class. For example:

   a. Quiero que usted venga a la escuela.
   b. Espero que usted comprenda la lección.
   c. El quiere que yo cante.
   d. Deseo que ustedes estudien la lección.

4. An implied command expressing the will of the speaker, can be expressed in Spanish simply by using the subjunctive, and is introduced by the word "que." In short, exclamatory commands, the "que" may be omitted. For example:
   ¡Que vengan! - Let them come
   ¡Viva la República! - Let the Republic live!

5. Have students load Disk A into drive A, and turn on computer and monitor power. The disk is self-loading. When the menu appears, instruct the class to choose option L45 - Implied Commands. The computer portion of the lesson is divided into segments, each one dealing with an aspect of implied commands. Each segment has an explanation, in English, followed by a short exercise. The exercises are type-in and multiple-choice. The program will give the correct response if an incorrect answer is given, with an explanation, in English. A numerical score is given at the end of the lesson.

6. Allow the class 15-20 minutes to complete the computer segment of the lesson. Remind the students to make a note of their scores and repeat the lesson if a low score is achieved.

Application of the Word Processor:

Write a conversation that might take place between two friends, using at least six sentences. Use indirect commands in half of the sentences.

Reinforcement:

Using substitution and question-and-answer drills, review forms of the present participle and estar.

Summary:

1. How do we form indirect commands?
2. How is the subordinate clause introduced in a sentence containing an indirect command?

Homework:

In each of the following sentences determine if the underlined verb is in the imperative or in the subjunctive mood. Be ready to translate the sentence.

a. Quiero que usted diga la verdad.
b. Deseo que usted venga a mi casa.
c. Insisto que usted estudie la lección.
d. Deseamos que ustedes bailen.
e. Esperen que ustedes no hablen mucho.

Enrichment:

Ask students to form a rule for the formation of implied commands by completing the following sentences:

1. The _____ mood is used to express an indirect command in the subordinate clause.
2. In an implied command, the indicative mood is in the _____ clause.
3. The subjunctive mood is always in the _____ clause.
4. The subjunctive mood is introduced by the word _____.

Topic 24: Review of Regular Verbs in the Preterite Tense

Aim: What are the preterite forms of regular verbs?

Performance Objectives: Students will be able to:

- match subjects and subject pronouns with the appropriate forms of the preterite tense
- recognize the preterite endings of regular verbs
- form sentences using the preterite of regular verbs
- recognize and explain the meaning of the preterite and its use in Spanish

Materials:

- Apple computer lab
- software: Spanish Grammar Computerized II, side 1 by Lingo Fun Inc.
- overhead projector
- transparencies showing sentences, in the preterite, using the following verbs: BAILAR, COMER, ESCRIBIR, HABLAR, VENDER, and VIVIR

Motivation:

Place the transparencies on the overhead projector. Ask students to identify the tense in which all these sentences are written. Inform the class that today they will be reviewing the formation, forms, and uses of regular verbs IN THE PRETERITE.

Development:

1. Ask students to point to the verb in each of the sentences appearing on the transparencies. Review with the class the following important points:
   a) Endings in the preterite are different for -ar, -er, and -ir verbs. Use student input to make a list of the endings
   b) Verbs in the preterite, like those in the present, drop the ending in the infinitive when being conjugated. The endings are then attached to the root or stem of the verb.
   c) Certain forms of the preterite carry accent marks, these are essential and must ALWAYS be used.
   d) The preterite tense, in Spanish, is used to show action that began and ended AT A SPECIFIC TIME IN THE PAST. Ask students to form their own, original sentences, using the sentences in the transparencies as a model, to illustrate this point.

2. Using substitution drills, form lists of regular -ar, -er, and -ir verbs in the preterite.
   Ex: El año pasado vendí la casa. (vender)
   Ayer escribí a nuestra profesora. (escriber)
   El mes pasado compré un vestido rojo. (comprar)

3. Ask the class to change the following sentences from the present to the preterite tense:
   a) Ando a casa.
   b) Escribimos en español.
   c) Elena come a las seis.
   d) Vivimos en Nueva York.
   e) Los alumnos estudian el francés.

4. Have class insert "Spanish Grammar Computerized II," side 1 into drive A and turn on computer and monitor. The disk is self-booting.

5. Main Menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the function of each key

   Have students select "Preterite of Regular and Stem-Changing Verbs." A new menu will appear giving students the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, teacher can place directions on the board.

   Have students select "Review" and go over the uses of regular verbs in the preterite. They are then to go to the "Practice" segment, and choose the following exercises:
   * Practice regular -ar verbs
   * Practice regular -er,-ir verbs

   The student receives a numerical score at the end of each exercise. Have students do those two exercises. Allow 15-20 minutes for students to complete lesson. Ask students to record each score and repeat segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Show the transparency and have students type the sentences in the preterite into the word processor. They should underline the subject and verb. If time permits, the sentences should be made either singular or plural.

Reinforcement:

Using repetition and substitution drills, review the preterite of regular -ar, -er, and -ir verbs.

Summary:

1. How can we recognize the preterite endings of regular verbs?
2. How can we form sentences using the preterite of regular verbs?
3. Explain the meaning of preterite and its use in Spanish. Describe a situation in English which would require the preterite in Spanish.

Homework:

Using the verbs reviewed in this lesson, write a paragraph about what you did during your summer vacation. Include at least 15 regular -ar, -er, and -ir verbs in your composition.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their composition to the word processor. The composition will be saved and form part of a term project culminating in each student's autobiography. While students are working on the word processor, the teacher can offer invaluable assistance, showing students how to edit, make corrections, delete, even move entire paragraphs directly on the word processor!

Topic 25: Review of Formation of the Preterite — Regular Verbs and the Irregular Verbs *SER, IR,* and *DAR*

Aim: How is the preterite formed and used in Spanish?

Performance Objectives: Students will be able to:

- recognize the preterite tense of regular verbs
- form sentences using the preterite tense orally and in writing
- recognize and explain the several uses of the preterite
- recognize and use the preterite forms of the irregular verbs ser, ir, and dar

Materials:

- Apple computer lab
- software: Spanish Grammar III by Intellectual Software
- overhead projector
- a transparency showing the conjugation of sample verbs in the preterite
- class set of a rexographed sheet containing the "Lectura"

Motivation:

Ask the students if all verb forms in English are regular. Elicit from the students the fact that English has irregular verb forms in all tenses. Inform the class that today they will begin a study of regular verbs in the preterite, as well as three important verbs that have irregular forms in the preterite: SER, IR, and DAR.

Development:

1. Place the transparency showing the conjugation of the verbs BAILAR, LEER, and ABRIR in the preterite tense. Ask students to point to the endings that are used in the preterite for -ar,-er, and -ir verbs. Using these sentences lead the students in repetition and then substitution drills, so that they become more familiar with the forms of the preterite. Ask for translations to show that these verbs are used to show an action that began and ended in the past, in a specific time period.

2. Distribute copies of the following lectura to each student:

Esta mañana me levanté a las seis. Siempre me levanto a las seis. Al levantarme, pasé directamente al baño. Me baño, de costumbre, a las seis y cuarto. Me vestí, me desayuné, cogí mis libros, me despedí de mi familia, y salí para la escuela, como todos los días, a las ocho.

Read the passage aloud with the class. Elicit a translation, demonstrating to the students how the preterite is used to describe a definite time or action, IN THE PAST.

Elicit from the students the preterite endings for -ar,-er, and -ir verbs, as shown in the "Lectura." Make a list of endings, using student input, and place list in a prominent place in the front of the room for easy student reference. There are many verbs that are irregular in the past. For purposes of the day's lesson, we will focus on three of the most frequently used ones: dar, ser, and ir.

DAR: dí, diste, dió, dimos, dieron
SER: fuí, fuiste, fué, fuimos, fueron
IR: fuí, fuiste, fué, fuimos, fueron

Stress the fact that in the preterite, ser and ir have the same form and can be distinguished only in context.

3. Formulate the following guideline for usage of the preterite, using student input:

   The preterite deals with a specific action that began and ended at a particular time IN THE PAST. It corresponds to the simple past tense in English.

4. Using this guideline and the list of endings, ask students to form oral sentences using the preterite tense. Ask them also to form sentences using ser, dar and ir, in order to give them additional practice in the forms of these important verbs.

5. Instruct the students to load disk A of "Spanish Grammar III" into the disk drive and turn on monitor and computer power. The disk is self-booting.

6. When Main Menu appears direct students to choose option L10, "The Preterite Tense." An introductory screen appears, giving students a review of the topic to be covered. The review is in English. Instruct the students to spend an appropriate period of time studying it. The review is followed by a variety of type-in and multiple-choice exercises giving the student an opportunity to practice the material they have covered. The program praises the student, in English, for a correct answer, and supplies the answer if an incorrect response is given. The student receives a numerical score at the end of the computer module. Instruct students to note their scores and repeat the lesson if a low score has been earned.

7. Allow 15-20 minutes for students to complete the activity.

Application of the Word Processor:

Show the transparency and have students enter these sentences into the word processor. They should first underline the subject and verb in each sentence. Then they should make the sentence singular or plural. If time permits, the sentences can also be translated.

Reinforcement:

Using substitution drills, review forms of ser, ir and dar in the preterite tense.

Ex.: Ayer fué a su casa dos veces.
¿Que dieron ellos a Maria?

Summary:

1. What is the preterite tense in Spanish and how is it formed?
2. State a sentence in Spanish that illustrates the use of the preterite tense.
3. What are the several uses of the preterite?
4. How can you determine the meanings of the preterite forms of ser and ir which are identical? Give examples.

Homework:

Write a short paragraph about the things you did last night. Be sure to include the preterite verbs that you have just studied. In particular, include the irregular verbs, DAR, SER and IR.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. Help students with their efforts by showing them how to use the word processor to edit, make corrections, insert, delete, etc. Print the paragraphs and have students share their efforts with their classmates.

Topic 26: Preterite Verbs Ending in *-CAR, -GAR,* and *-ZAR*; Preterite for Vowel-Changing *-IR* Verbs

Aim: How is the preterite formed for verbs ending in -car, -gar, and -zar, and some vowel-changing -ir verbs?

Performance Objectives: Students will be able to:

- recognize and explain the uses of the preterite
- recognize verbs ending in -car, -gar, and -zar and express their forms in the preterite
- give the preterite forms of some vowel-changing -ir verbs
- use these preterite forms to construct original sentences

Materials:

- Apple computer lab
- software: Spanish Grammar Computerized III, side 1 by Lingo Fun, Inc.
- overhead projector
- transparencies showing -car, -gar, and -zar forms in the preterite, and vowel-changing -ir verbs

Motivation:

Review the meaning of the term "irregular" with the students.
"What makes a verb irregular? What are some common irregular verbs? Are there ways in which irregular verbs can be grouped to facilitate learning?"
We have studied many irregular verbs in the present. Today we will consider the conjugations of certain verbs in the preterite.

Development:

1. Inform the class that, in Spanish, verbs ending in -car, -gar, and -zar change in the preterite in the YO FORM ONLY, in the following manner:
   Verbs ending in -car, change C to Q and add UE
   Verbs ending in -gar, drop the AR and add UE
   Verbs ending in -zar, change the Z to C and add UE

   Give some examples to the class by placing sentences using the following verbs on the overhead projector:
   BUSCAR, EXPLICAR, LLEGAR, ENTREGAR, EMPEZAR, and COMENZAR

   E.g.: Busco la iglesia.
   Busqué la iglesia.
   Llego a tiempo.
   Llegué a tiempo.
   Empiezo la lección.
   Empecé la lección.

2. Using sentences in the present and then the preterite, conduct repetition and then substitution drills so that students become more comfortable with these forms of the verbs.

3. Certain IR verbs change vowels in the preterite by changing the I to Y in the 3rd person singular and plural. Use the verbs LEER and CREER as good examples.
   Other IR verbs change from E to I and O to U in the 3rd persons singular and plural. Use PEDIR and DORMIR as good examples.

singular	plural
leyó	leyeron
creyó	creyeron
pidió	pidieron
durmió	durmieron

4. Have class insert "Spanish Grammar Computerized II," side 2 into drive A and turn on computer and monitor. The disk is self-booting.

5. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the funtion of each key

   Have students select "Preterite of Regular and Stem-Changing Verbs." A new menu will appear giving the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. Directions can also be placed on the board.

   Have students select "Review" and go over the uses of irregular preterites. They are then to go to the "Practice" segment, and choose the following exercises:
   * Verbs, -car, -gar, and -zar
   * Vowel changing -IR
   * Combined

   The student receives a numerical score at the end of each exercise. Have students do those three exercises as time and availibility of the computer lab allows. Ask students to record each score and repeat segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Choose several sentences from the transparency and have students enter these in their word processors. After underlining subject and verb in a sentence, have students do a substitution drill, giving all forms of the conjugation in the preterite.

Reinforcement:

Using question-and-answer drills, review verbs with irregular yo forms.
E.g.: ¿Qué buscó Ud.?
Busqué el cuaderno, el lapiz, etc.
¿Cuándo llegó Ud.?
Llegué a las once, a las seis, etc.

Summary:

1. How do we form the preterite of verbs ending in -car, -gar, and -zar?
2. How do we form the preterite of certain stem-changing [illegible]?
3. Where is the irregularity in this conjugation?
4. Make up original sentences using these irregular v[illegible] in the preterite.

Homework:

1. Write six sentences, using the following verbs in the YO form:
   INDICAR, SACAR, CRUZAR, ALCANZAR, PAGAR, JUGAR.
2. Write sentences, using the following verbs in the 3rd person singular and plural:
   OIR, LEER, DORMIR, CREER

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Elicit dialogues using verbs ending in -car, -gar, -zar, and the vowel changing IR verbs learned in the lesson. Have students enter their dialogues into the word processor. The teacher can give valuable assistance to the students by showing them how to make corrections, edit, delete mistakes, insert letters, even move entire paragraphs directly on the word processor.

Topic 27: The Imperfect Indicative — Formation and Usage

Aim: How do we form the imperfect indicative of regular (and most irregular) verbs? How frequently is the imperfect tense used in everyday speech?

Performance Objectives: Students will be able to:

- match subjects and subject pronouns with the appropriate forms of the imperfect tense
- recognize forms of the imperfect tense
- form oral sentences using the imperfect tense
- recognize and explain the several uses of the imperfect tense
- differentiate between situations requiring either the preterite or the imperfect tense

Materials:

- Apple computer lab
- software: Spanish Grammar III by Intellectual Software
- overhead projector
- a transparency showing the conjugation of sample verbs in the imperfect
- class set of a rexographed sheet containing the "Lectura"

Motivation:

Challenge the students to explain how the present tense is used to show ongoing action that is taking place in the present. Ask them to give some examples: "Yo hablo español," "Ella anda a la escuela," "Ellos viajan en autobus," etc. Ask the class the following questions: "Are there times when we want to show continuing action that was initiated in the past, continued for an unspecified period of time, and ended at an unspecified time in the past?" "Does the preterite tense, in Spanish, accomplish this purpose?"

Development:

1. Briefly review with the students the conjugation of the verbs, CANTAR, BEBER, and VIVIR in the preterite tense, using the transparency on the overhead projector. Ask students to point to the endings that are used in the preterite for -ar, -er, and -ir verbs. Ask students for original, oral sentences using these verbs. The students should also supply a brief, English translation, showing that these verbs are used to show an action that began and ended in the past, IN A SPECIFIC TIME PERIOD.

2. Distribute copies of the following lectura to each student:

El año pasado, cuando yo estaba en el previo grado, yo asistía a otra escuela. Yo vivía en otra ciudad y la escuela quedaba cerca de mi casa. Yo caminaba de la casa a la escuela. No tenía que caminar mucho. Estudiaba español. Mi maestro de español era muy simpático, y se llamaba Ricardo Pérez. Yo tenía muchos amigos. Estudiaba mucho y sacaba buenas notas. Esta nueva escuela me gusta mucho, pero todavía recuerdo la otra escuela.

Read the passage aloud with the class. Elicit a brief translation, demonstrating to the students how the new tense they will study, THE IMPERFECT, helps us to demonstrate unspecified, continuing action, IN THE PAST.

Ask the students to point to THE ENDINGS for ar,-er, and -ir verbs, as shown in the "Lectura." Make a list of endings, using student input, and place list in a prominent place in the front of the room for easy student reference. There are only three irregular verbs in the imperfect:

SER: era, eras, era, éramos, eran
IR: iba, ibas, iba, íbamos, iban
VER: veía, veías, veía, veíamos, veían

3. Formulate the following guidelines, using student input for the use of the imperfect tense.

   The imperfect is open-ended and refers to extended time in the past. The beginning and end of an action in the imperfect are not relevant. For this reason, the imperfect is often used, in Spanish, to give the background for other action where the preterite is used. It is also used to relate how things were or used to be.

4. Using the guidelines, the list of endings, and various oral drills, ask students to form sentences using the imperfect tense.

5. Instruct the students to load disk A of Spanish Grammar III into the disk drive and turn on the computer. The disk is self-booting.

6. When Main Menu appears direct students to choose option L45 - The Imperfect. An introductory screen appears, giving students a review, in English, of the topic to be covered. Instruct the students to spend an appropriate period of time studying it. The review is followed by a variety of type-in and multiple-choice exercises, giving the student an opportunity to practice the material they have covered. The program praises the student, in English, for a correct answer, and supplies the answer if an incorrect response is given. The student receives a numerical score at the end of the computer module. Instruct students to note their scores and repeat the lesson if a low score has been earned.

7. Allow 15-20 minutes for students to complete this activity.

Reinforcement:

Using repetition drills, review forms of the imperfect tense in complete sentences. Be sure to review ser, ir and ver.

Summary:

1. When do we use the imperfect tense?
2. How do we form the imperfect tense?
3. Create an oral sentence using the imperfect tense.

Homework:

Write a short paragraph about the things you USED TO DO last year. Be sure to include the imperfect tense in your paragraphs.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. Help students with their efforts by showing them how to use the word processor to edit, make corrections, insert, delete,etc. Print the paragraphs and have students share their efforts with their classmates.

Topic 28: Uses of the Preterite and the Imperfect

Aim: What are the differences in meaning and usage between the imperfect and preterite tenses, in Spanish?

Performance Objectives: Students will be able to:

- identify and pronounce forms of the preterite tense
- identify and pronounce forms of the imperfect tense
- form oral sentences using forms of both tenses
- differentiate between situations requiring the preterite and imperfect tenses
- recognize and explain the uses of both tenses

Materials:

- Apple computer lab
- software: Spanish Grammar III by Intellectual Software
- overhead projector
- two transparencies showing respectively the conjugation of sample verbs in the preterite and the imperfect tenses
- class set of the Lectura

Motivation:

Challenge the students to explain what English tenses the imperfect and preterite tenses in Spanish correspond to.
Ask students to think about the following:
"Why is there more than one tense showing past actions?
Do you think that these tenses can be used interchangeably, or do they each have a specific function?"

Development:

1. Briefly review with the students the conjugations of the verbs, HABLAR, COMER, and ESCRIBIR in both the preterite and imperfect tenses, using the transparencies on the overhead projector. Ask students to point to the different endings, in the preterite and imperfect -ar, -er, and -ir verbs. Have students make up original oral sentences using verbs in the imperfect and then change the tense to the preterite. Ask students to inform the class how this affects the meaning of the sentence.

2. Distribute copies of the following lectura to each student:

   Esta mañana me levanté a las seis. Me bañé entre las seis y cuarto y las seis y media. Mientras me bañaba, mi mamá preparaba el desayuno. Me desayuné entre las seis y media y las siete menos cuarto. Mientras me desayunaba, llegó mi amigo Juan a buscarme. Siempre vamos juntos a la escuela.

   Read the selection aloud with the class. Ask students to identify verbs in the preterite and the imperfect tenses and to explain why a particular tense is used.
   "How does the use of the verb in a particular tense give us an idea of how long the action wae in progress?"

3. Formulate the following guidelines, using student input for the use of each tense:

A) Preterite - refers to a specific time in the past, focuses on the beginning and end of an action. It pins down the action to a specific time. The action of the verb started and finished IN THE PAST.

B) Imperfect - is open-ended and refers to extended time in the past. The beginning and end of an action in the imperfect are not relevant. For this reason, the imperfect is often used in Spanish to give the background for other action where the preterite is used. It is also used to relate how things were or used to be.

4. Give the following examples of sentences in the preterite and the imperfect and ask class to note the differences in meaning:

   1 a) Hablé con Laura ayer noche. (Spoke to her on one specific time that began and ended in the past)
   1 b) Hablaba con Laura todos los días. (The action this time was begun at no specific time in the past and ended at no specific time.)

   2 a) Esta mañana, me bañé a las siete. (Specific time period in the past.)

   2 b) Siempre me bañaba a las ocho. (Action began, continued and ended at an unspecified period, in the past.)

5. When students load disk A of "Spanish Grammar III," the Main Menu appears. Direct them to choose option "L45 - The Imperfect." The computer program on the imperfect will also address the different uses of the imperfect and preterite to show past action. An introductory screen appears, giving students a review of the topic to be covered. The review is in English. Instruct the students to spend an appropriate period of time studying it. The review is followed by a variety of type-in, and multiple-choice exercises giving the student an opportunity to practice the material they have covered. The program praises the student, in English, for a correct answer, and supplies the answer if an incorrect response is given. The student receives a numerical score at the end of the computer module. Instruct students to note their scores and repeat the lesson if a low score has been earned.

6. Allow 15-20 minutes for students to complete this activity.

Reinforcement:

Describe different situations and elicit from students if they would use the imperfect or preterite tense.

Summary:

1. How do we form the preterite tense?
2. How do we form the imperfect tense?
3. Form an oral sentence that contains both tenses.
4. Describe situations which require the preterite or imperfect tense.

Homework:

Write a short paragraph about the things you DID last night. Be sure to include the preterite AND the imperfect in your paragraph.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. Help students with their efforts by showing them how to use the word processor to edit, make corrections, insert, delete,etc. Print the paragraphs and have students share their efforts with their classmates.

SECTION II

VOCABULARY

Topic 29: The Calendar — Days of the Week

Aim: How do we express the days of the week in Spanish?

Performance Objectives: Student will be able to:

- identify, correctly pronounce, and write the days of the week
- ask and answer questions about daily activities, orally and in writing
- create a monthly calendar in Spanish

Materials:

- Apple computer lab
- software: "Spanish Level I" by New York City Board of Education, disk 1
- calendar in Spanish.

Motivation:

Explain that the days of the week in Spanish, with the exception of Saturday and Sunday, are derived from the names of ancient Roman gods.

a. Monday - lunes - the moon
b. Tuesday - martes - Mars, god of war
c. Wednesday - miércoles - Mercury, god of commerce and messenger of the gods
d. Thursday - jueves - Jove, king of the gods
e. Friday - viernes - Venus, goddess of love
f. Saturday - sábado - Comes from the Hebrew, Sabbath
g. Sunday - domingo - Latin for day of the Lord "Dominus"

Development:

1. Review the following vocabulary:

a. hoy	g. falta
b. mañana	h. último
c. ayer	i. cada
d. es	j. hay
e. son	k. ir
f. primer día	l. tener

Using individual and group repetition, practice pronunciation of the days of the week and vocabulary words.

2. Explain the use of the definite article with the days of the week. For example: El domingo voy a la iglesia. El lunes compro la revista.

3. Ask class to note that, in Spanish, the days of the week are written using lower-case letters.

4. Have students practice the vocabulary by having them ask each other the following questions:

- ¿Qué día es hoy?
- ¿Qué día es mañana?
- ¿Qué día fué ayer?
- Sí hoy es lunes, ¿qué día es mañana?
- Sí hoy es martes, ¿qué día fué ayer?

5. Have class insert disk 1 of Board of Education, "Spanish Level I" into drive A and turn on computer and monitor. The disk is self-booting. Instruct class to choose module 2, "The Calendar."

6. Students should be familiar with computer responses given throughout the program.

   Si, and a smiling face - correct response. Incorrecto, and a frowning face - incorrect response. After an incorrect response, the student is given a hint in English, which is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.

   The module consists of ten multiple choice questions. Each correct response earns the student 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module.

   Note: The shift lock key must be down in order for a correct answer to register. The program does not recognize lowercase responses (Apple only).

7. Allow the class 15-20 minutes to complete the module.

Application of the Word Processor:

Write about your plans for the week. Example: Voy a las clases lunes a viernes. Mis amigos y yo vamos al cine el sábado.

Reinforcement:

Repetition drill of days
Questions and answers

a. ¿Cuáles son los días de la semana?
b. ¿Qué día viene antes de viernes?
   etc.

Summary:

1. Place the following schedule on the board to review performance objectives:

Lunes	Martes	Miercoles	Jueves	Viernes
el arte	el español la historia	la biología los matemáticas	gimnasia	el francés

Ask the students to answer the following questions, based on the schedule.

a. ¿Qué día es la examen de arte?
b. Si hoy es miércoles, ¿qué examen hay mañana?
c. Si hoy es viernes, ¿qué examen tuvo ayer?

Homework:

1. Create an 8 x 10 calendar for the month showing the days and numbers in Spanish. Other months may be assigned later or a yearly calendar may be assigned as a project.

2. Formulate five oral questions to ask your classmates about their weekly activities.

Enrichment:

Imagine that you are a travel agent, scheduling flights for five clients. Indicate which day of the week and at what time each client will travel.

Topic 30: Months and Seasons

Aim: What are the Spanish words for months of the year and the seasons?

Performance Objectives: Student will be able to:

- express the date in Spanish orally and in writing
- identify, pronounce and write the seasons in Spanish
- identify, pronounce and write the months of the year
- ask and respond to questions about the weather in various months and seasons

Materials:

- Apple or MS DOS computer lab
- software: "Spanish Level I" by New York City Board of Education, disk 2
- calendar, preferably with pictures showing the different seasons

Motivation:

Ask students to raise their hands to see how many have birthdays in each month.

Development:

1. Pointing to each month on the calendar, use individual and group repetition to review the months of the year.

a. enero	g. julio
b. febrero	h. agosto
c. marzo	i. septiembre
d. abril	j. octubre
e. mayo	k. noviembre
f. junio	l. diciembre

Explain to the class that the last four months have the prefix for 7, 8, 9 and 10 (Sept, Oct, Nov, and Dic). The reason is that under the ancient Roman calendar, these were the last four months since the Roman year began in what is now March. Be sure the student is able to identify these expressions in written form as well as orally.

2. Place the Spanish names for the months of the year on the board. Ask the class if they see any striking difference between the way the Spanish words are written as opposed to the English. Students will immediately note that, in Spanish, the months are written in lower case letters. Remind the students that the same holds true for the days of the week.

3. Now introduce the vocabulary for the different seasons. Show class pictures of the seasons and discuss the changes in weather that accompany each season. Review orally and place on the board:

a. el invierno	c. el verano
b. la primavera	d. el otoño

Explain to the class that the word otoño has an English cognate - autumn.

* Note: Cognates should be pointed out at every opportunity. This is an excellent way to teach students to infer meaning from their knowledge of English.

4. For each new season introduce vocabulary dealing with changes in the weather:

   a. el invierno - hace frío y nieva
   b. la primavera - hace calor y llueve
   c. el verano - hace calor y la gente va a la playa
   d. el otoño - hace viento y las hojas cambian de colores y caen de los árboles

   Go over the seasonal vocabulary orally with class: show pictures of the snow falling, the leaves changing colors, people at the beach and flowers blooming. Ask class to repeat sentences using individual or choral repetition. Place sentences on the chalkboard as a guide during the computer portion of the lesson.

5. Ask students which months belong with each season. For example: el verano - junio, julio, y agosto.

6. Explain to the students how the seasons are reversed in the Southern Hemisphere. Christmas at the beach!

7. Have class insert disk 2 of Board of Education "Spanish Level I" into drive A and turn on computer and monitor. The disk is self-booting. Instruct class to choose module 10 - "Numbers."

8. Students should be familiar with computer responses given throughout the program:

   Sí and a smiling face - correct response.
   Incorrecto, and a frowning face - incorrect response.
   The student is then given a hint in English: the hint is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.

   The module consists of ten multiple choice questions. Each correct response earns the student 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module.

   * Note - When using Apple, the Shift Lock key must be down in order for a correct answer to register; the program does not recognize lowercase responses.

9. Allow the class 15-20 minutes to complete the module.

Application of the Word Processor:

Write a short paragraph, beginning with: Me gusta el invierno (el verano, etc.) porque.....

Reinforcement:

1. Repetition drill of months and seasons.

2. Questions and answers:

   a. ¿En qué mes llueve mucho?
   b. ¿En qué estación es abril?
   etc.

Summary:

1. ¿Cuál es la fecha de hoy? (Students are now able to respond to this question, using their new vocabulary). Have them write in their notebooks to be used as part of heading.
2. ¿En qué estación estamos? (Use the appropriate season.)
3. ¿Cuál es su estación favorita? (Students are able to talk about their favorite season and explain why. "Mi estación favorita es.... porque.....)

Homework:

1. Write the birthdays of your friends and family, using the months you have just learned (review the proper form).

2. Write a short paragraph "Mi estación favorita."

Enrichment:

Investigate the origin of the months of the year from their Latin roots. Example: The noun "memsis" is the Latin word for "moon" for which evolved the word "mes" in Spanish. Give students the words "ides" "calends" and "nones" of a Latin month to research as well.

Topic 31: Weather and Seasons

Aim: What are the Spanish words for weather conditions and the seasons of the year?

Performance Objectives: Students will be able to:

- identify, pronounce and write the seasons in Spanish
- speak about different weather conditions
- formulate and respond to questions about the weather in various seasons

Materials:

- Apple computer lab
- software: "Spanish Basic Vocabulary Builder on Computer 2:" by National Textbook Company
- pictures illustrating weather conditions in each of the four seasons

Motivation:

Ask the class what their favorite season of the year is. What is special about it? Does it have to do with the weather?
What is their favorite weather? Why?
Ask class to look out the window and describe the weather on this particular day.

Development:

1. Using pictures showing the four seasons, use individual and group repetition to review the Spanish words:

el invierno - winter	el verano - summer
el otoño - fall	la primavera - spring

Using the question: ¿En qué estación estamos? Elicit the correct response to each picture.

2. Using additional pictures, review the following vocabulary:

el relámpago - lightning	la lluvia - rain
la nube - cloud	el viento - wind
el sol - sun	la nieve - snow
la luna - moon	la estrella - star

3. Have students draw quick sketches of the seasons and weather in their notebooks and then identify them in Spanish. Have one student do this at the board.

4. Using the expression: ¿Qué tiempo hace? and the pictures, pronounce for the class and have them repeat:

Hace buen tiempo.
Hace mal tiempo.
Hace frío.
Hace calor.
Hace viento
Hace fresco.

5. Explain to the class that weather expressions are idiomatic, and use the verb HACER - TO MAKE or TO DO.
   The third person singular form HACE is used.
   Idiomatic expressions cannot be literally translated from one language to another but must be learned, as a special case.

6. Review with students the correct procedure for loading disks in the computer. Direct the class to load disk 3 into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

7. When the menu appears direct students to choose option 18 "Seasons and Weather." There are three levels from which to choose. Instruct the class to begin with level A and work to level C. Instruct students to type in their names when prompted to do so by the computer and carefully read the introductory screen that appears at the beginning of the program. The student is timed and warned to type quickly and accurately. Before the student begins the exercises it is imperative that the guidelines operative in the program be noted. This will eliminate frustration on the part of the student and help make the computer experience productive and meaningful. The program has incorporated into it specific keys that will generate accent marks. The students should be informed of the location of the keys and a chart should be prominently displayed in the room. In order to operate the accent keys the student must hold down the SHIFT KEY and press the following:
   1) ! - a
   2) " - e
   3) # - i
   4) $ - o
   5) % - u
   6) & - n

8. The student will work on options A, B, and C. Level A asks for the vocabulary word in the singular, level B asks the student to add the definite article, and level C asks for the plural forms. The student receives praise, in Spanish, for a correct response. Each correct answer earns the student 5 points. If the correct response is missed on the first attempt the student gets another chance and earns 3 points. The program gives the correct answer on the third try. The student receives a numerical score at the end of the lesson and is prompted to repeat it if a low score is achieved.

9. Allow the class 15-20 minutes to do the appropriate exercises on the disk.

Application of the Word Processor:

Have students write two short paragraphs, describing first a season they like (Me gusta _____ porque...) and then a season they don't like (No me gusta _____ porque...). They should use the weather vocabulary as much as possible.

Reinforcement:

Name a month in Spanish and have individual students tell you in which season it belongs.

Summary:

1. ¿Cuáles son las estaciónes del año?
2. ¿En qué estación llueve mucho?
3. ¿En qué estación nieva?
4. ¿En qué estación hace calor?

Homework:

Translate the following expressions into Spanish:

1. It's snowing.	_____
2. It's sunny.	_____
3. I like spring.	Me gusta _____
4. It's lightning.	_____
5. It snows in winter.	Hace _____ en el _____.
6. It's sunny in the summer.	Hace _____ en el _____.

Enrichment:

Ask students to keep a log for two weeks, giving the weather conditions for each day, in Spanish.

On students' homework, underneath the date in Spanish, have them write a sentence describing the weather.

Topic 32: Numbers

Aim: How do we express the numbers from 0 to 100 in Spanish and use these numbers in simple arithmetic computations?

Performance Objectives: Students will be able to:

- articulate the numbers in Spanish from 0 to 100
- recognize the numbers when hearing them
- ask and answer questions using daily routines
- express simple arithmetic expressions using numbers

Materials:

- Apple or MS DOS computer lab
- software: "Spanish Level I" New York City Board of Education, disk 2
- flash cards: numbers 0-100; simple arithmetic examples
- a bingo game

Motivation:

1. Using Spanish coins, explain that each country in the Spanish-speaking world has its own currency: el peso, la peseta, el sol, etc.

2. Ask the class if they know from which number system ours is derived. (Arabic number system) What makes it easier than the Roman number system? How many different numerals make the basis of our number system?

Development:

1. Review the numerals 0 to 10 with the class by using individual and group repetition. Encourage students who are familiar with these numerals to lead the group in the repetition. (Most of the students should already be familiar with these numbers from children's TV.)

2. Review the numbers from 11 to 15 - follow previous procedure with particular emphasis on pronunciation.

3. Review 20, 30, 40 etc.to 100. Explain that after the number 15, the number is formed by joining the tens and units, using the word y (and). For example: 32 = treinta y dos, 47 = cuarenta y siete, etc. (Students generally develop a facility with numbers in a short space of time.)

4. Use flash cards to reinforce recognition of the numbers. As the class develops facility, speed up the exercise.

5. Play a game with the class in which you are a client requesting a phone number from the operator. Read out the numbers to the class and have students read back the number in English or have students say their own phone numbers in Spanish.

6. Introduce the following arithmetic expressions:

y = and	por = times
menos = minus	dividido por = divided by
es = is	son = are

Using simple arithmetic problems, practice numbers. For example: "¿Cuánto son diez y cuatro?"

Explain the difference between "un" y "uno" and "cien" and "ciento" and their role as modifying adjectives.

7. Have class insert disk 2 of Board of Education "Spanish Level I" into drive A and turn on computer and monitor. The disk is self-booting. Instruct class to choose module 8, "Numbers."

8. Students should be familiar with computer responses given throughout the program:

   Sí, and a smiling face - correct response.
   Incorrecto, and a frowning face - incorrect response.
   The student is then given a hint in English: the hint is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.

   The module consists of ten multiple choice questions. Each correct response earns the student 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module.

   * Note - When using Apple, the Shift Lock key must be down in order for a correct answer to register; the program does not recognize lowercase responses.

9. Allow the class 15-20 minutes to complete the module.

Application of the Word Processor:

Have students make up and complete 10 arithmetical sentences on the word processor using, par, menos, etc.

Reinforcement:

Using flash cards, have student complete and express arithmetical expressions; as variation, one student should ask the question, another supply the answer.

Summary:

1. ¿Qué número es éste? (Use flash cards to review numbers.)
2. ¿Cuánto son cuarenta y seis menos diez y siete? (Review simple arithmetic problems.)
3. ¿Cuál es su número de teléfono?

Homework:

1. Write out the answers to the following problems:

   a. siete por ocho son.....
   b. cinco menos cuatro es.....
   c. trece y doce son.....
   d. veinte y ocho dividido por cuatro son.....
   e. nueve por nueve son.....
   f. veinte menos veinte es.....
   g. ocho por cero es.....
   h. once por cuatro son.....
   i. cuarenta menos treinta y nueve es.....
   j. dos y noventa y ocho son.....

2. Have students write out a list of five emergency telephone numbers. (Police, fire, hospital, etc.)

Enrichment:

Play bingo in Spanish with the class, awarding bonus points for the winner. Vary the game by having the solution to a simple arithmetic problem become the number they are to fill in.

Topic 33: Telling Time

Aim: How do we express time in Spanish?

Performance Objectives: Students will be able to:

- tell time, in Spanish
- ask and answer questions about their daily routines, using time expressions in Spanish
- write simple sentence about their activities using time expressions

Materials:

- Apple or MS DOS computer lab
- software: "Spanish Level I" by New York City Board of Education, disk 1
- clock model

Motivation:

Using the clock model, prominently displayed in front of the room, ask the question: ¿Qué hora es?

Development:

1. Review time with the class:

   First on the hour, then the half-hour, adding, subtracting, etc.

2. Review the following vocabulary, using pictures or models whenever possible:

a.	el reloj	g.	de la mañana
b.	la hora	h.	de la tarde
c.	el día	i.	de la noche
d.	mediodía	j.	y media
e.	medianoche	k.	y cuarto
f.	menos cuarto	l.	en punto

3. Use the clock model and have students respond to the question, "¿Qué hora es?" As class progresses in expertise, make the times more challenging and ask for specifics such as: AM, PM, on the dot, half-past. Have students act as teacher, setting up the clock and asking questions.

4. Have class insert disk 1 of Board of Education "Spanish Level I" into drive A. The disk is self-booting. Instruct class to choose module 1, "Telling Time."

5. Students should be familiar with computer responses given throughout the lesson:

   Sí, and a smiling face for a correct response. Incorrecto, and a frowning face - incorrect response. The student is given a hint in English. The hint is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.

   The module consists of ten multiple choice questions. Each correct response earns the student 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module.

* Note - The shift lock key must be down in order for a correct answer to register; the program does not recognize lowercase responses (Apple only).

6. Allow the class 15-20 minutes to complete the module.

Application of the Word Processor:

Write several sentences about your daily activities.

Example: A las ocho voy a la escuela.
La clase de español es a las nueve y media, etc.

Reinforcement:

¿Qué hora es? Review using model and chalkboard.

Summary:

Have students ask and answer questions using time expressions.

Homework:

1. Give out rexographed sheet using the following time expressions. Have students respond to the question, ¿Qué hora es?

   a. 10:15 A.M.
   b. Noon
   c. 1 P.M.
   d. 11:00 on the dot
   e. 6:45 P.M.
   f. midnight
   g. 8:35 A.M.
   h. 5:10 P.M.
   i. 9:40 A.M.
   j. 7:25 P.M.

2. Write your school schedule.

Enrichment:

Write a schedule of your favorite TV programs.

Topic 34: Foods

Aim: How do we express items of food, in Spanish?

Performance Objectives: Students will be able to:

- identify and pronounce words for various foods
- express their likes or dislikes of certain foods
- formulate and express simple sentences concerning purchasing groceries
- formulate an interrogative sentence

Materials:

- Apple computer lab
- software: "Cara a Cara" by Heinle and Heinle, disk 2, Unit 3
- pictures depicting various food items or samples of the foods themselves

Motivation:

Using the pictures of the food items, initiate a discussion with the students about their favorite foods. The aim of the lesson can now be elicited from the class: "How do we express items of food, in Spanish?"

Development:

1. Holding up pictures or items of food, review them with the class by using group and individual repetition.

2. Have class load disk 2 of "Cara a Cara" into the disk drive (drive A in a computer with 2 disk drives). The disk is self booting. The computer will display an introductory screen with different options listed. Have class choose option 1 - Preparacion. A new screen will appear listing new options. Have students choose option 1 "¿Qué compro?"

3. The computer will display a picture of a particular food and will then give the correct spelling of the word with its corresponding article(s). Have the class go through the exercise together. Stop after each picture, have the class repeat, using individual and group repetiton.

   At the end of this segment of the computer lesson, teacher will review the following additional vocabulary words dealing with food:

   1. el desayuno
   2. el almuerzo
   3. la cena
   4. la comida
   5. la carne
   6. los vegetales
   7. la fruta
   8. las bebidas

* It is essential that students familiarize themselves with all aspects of the computer program before using the program.

a. The program has built-in devices that will result in accent marks, inverted ?, and tildes. The manual provides instructions on how these special orthographic symbols can be accessed:
   For the inverted ?, press e, then ESC, then ?.
   For inverted !, press e, then ESC. then !.
   For tilde, press n, then ESC, then N.
   The manual is not clear on the use of the accent mark. In order to create an accent, type the letter to be accented, then ESC, then E.

b. To correct typing errors, use the delete key or the left arrow key to delete mistyped characters.

c. To return to the menu at any time, type * using shift key and press return.
d. The scoring system is activated ONLY when a correct response is given ON THE FIRST TRY. The computer uses a variety of complimentary phrases for a correct answer, such as: Perfecto, fabuloso, fantástico, muy bien. No and incorrecto are used for an incorrect response. The program WILL NOT move to the next item until a correct response is given. The computer will flash the correct response and then ask the student to try again.

4. Once the teacher is satisfied that students are familiar with the vocabulary, the next segment of the lesson can be introduced. Students should work individually or in small groups.
In the first part of the exercise a picture is displayed. The students must press the space bar when the correct word appears.
In the second part of the exercise, the picture appears and students must type in the correct answer with the article.
Allow 10-15 minutes for completion of this exercise. The student will earn 10 points for each correct answer and receive a numerical score at the end of the exercise.
Ask students to jot down their scores. Students with low scores may repeat the exercise.

5. When students have satisfactorily completed the exercise, they should be instructed to press return. The menu will appear. Instruct students to choose option 2, "La Forma Interrogativa." An explanation will appear, in Spanish, for each interrogative form. The interrogative word is highlighted. For example: ¿Qué compra Juanito? Review this construction with students.

6. In the exercise following the introduction, students are shown an interrogative sentence that is out of sequence and are directed to put it in its proper sequence using the right arrow key and return. Remind students that credit is awarded only for a correct answer that is given on the first try. The computer will keep prompting students with the correct answer until a correct response is entered. Have students jot down their score. They may repeat the exercise if they had low scores.

Reinforcement:

Round Robin: Every student must quickly say a food or related word from the lesson. Students who miss or mispronounce are out, until there is a winner.

Summary:

1. ¿Qué es eso? Have students identify items of food.

Have students ask each other questions dealing with foods. For example: "¿Qué te gusta comer por el desayuno?", "¿Cuánto cuestan una docena de huevos?" Encourage students to be inventive in their questions and answers.

Homework:

"La Lista de Platos." Ask class to pretend that they are the owners of a Spanish restaurant. Have them give their restaurant a name and have them draw up a menu for their restaurants, complete with a price list.

Enrichment:

Application of the Word Processor:

Have students enter their menus into the word processor. If any programs are available that can be used to embellish the finished product with graphics, have students use them to have a menu that looks truly professional. Print each menu and use the menus to decorate bulletin boards, or as the basis of a Spanish food fest to be held at a later date (This is a wonderful activity for the class to be involved in. The students will enjoy researching typical Spanish recipes and preparing them.)

Topic 35: The House and Its Parts

Aim: What Spanish words do we use to identify a house and its parts?

Performance Objectives: Students will be able to:

- identify the house and its parts in Spanish, both orally and in writing
- correctly apply a definite article to each noun
- correctly form the singular and plural of nouns

Materials:

- Apple computer lab
- software: Foreign Frenzy Spanish by Intellectual Software
- posters showing a house and its different parts
- overhead projector
- transparencies showing parts of a house

Motivation:

Using posters, identify for the students the different parts of the house in Spanish. Reinforce through repetition drills and by using each word in context.

Development:

1. Using an overhead projector with different transparencies that can be superimposed on each other, tell the students that they are going to help build a house. Each time that a correct answer is given by students, a new portion of the house will appear, until the house is completed.

2. This will be done using the following vocabulary words. Remind the class that nouns, in Spanish, are preceded by an article and that the article tells us whether the noun is masculine or feminine.

a. el tejado - roof	b. el desván - attic
c. el tirador - door knob	d. el pórtico - porch
e. la llave - key	f. la baranda - railing
g. el césped - lawn	h. el buzón - mailbox
i. el garaje - garage	j. el cemento - cement
k. la pared - wall	l. la ventana - window
m. el cielo - ceiling	n. la madera - wood
o. el corredor - hallway	p. el ladrillo - brick
q. la chimenea - chimney	r. el sotano - basement
s. la persiana - shutter	t. el suelo - floor
u. la campana - bell	v. la puerta - door

Using a variety of repetition techniques, (choral, group, individual) drill the class on the new vocabulary.

2. Review with the class the formation of the plural in Spanish:
el→los la→las
words ending in vowels add "s", words ending in consonants add "es", words ending in "z" change "z" to "c" and add es.

Practice saving the plural forms by having students ask each other for plural forms of the new vocabulary.

4. When the teacher is satisfied that students are familiar and comfortable with the vocabulary, tell students that they are now going to test their

new skill by playing a computer game. Have students insert "Foreign Frenzy" into drive A and turn on computer and monitor power. The disk is self-booting.

5. When the main menu appears, have students choose option 1: Read the FOREIGN FRENZY story. The computer will give a very entertaining, colorful story that explains how, through their new-found knowledge of Spanish, they will help rescue words that have been stolen and spirited away on an alien spaceship.

6. After the students have finished reading the story, instruct them to choose option 2: View FOREIGN FRENZY'S commands. This option will explain how to play the game. Teacher should review each of the options with the class and display them prominently for student reference during the computer segment of the lesson. They are:

    1. 1, 2, 3 - MOVES SHIP UNDER WORD YOU WANT TRANSLATED
    2. RETURN - DISPLAYS THREE NEW WORDS
    3. CTRL O - SOUND ON/OFF
    4. CTRL R - RESTART GAME
    5. SPACE - CLEARS WORDS IN SHIPS AFTER HITTING SPACEBAR
    6. "?" BRINGS WORDS BACK
    7. CTRL H - NEXT LETTER IN WORD

7. Students are now ready to play "FOREIGN FRENZY" (Option 3). Instruct students to choose level 6, which will give them the vocabulary they have just reviewed. Students are given other options such as sound and a timer, which they may choose at their discretion. Remind them that they are not to be discouraged if they miss a word; it will reappear. Player wins when score passes 100 and the computer gives a quick show. Students may wish to test their skill by choosing a shorter time limit. Allow 15-20 minutes for this portion of the computer lesson.

Application of the Word Processor:

Dictate and have students type in and complete the following sentences:
1. Hay que volver la (llave) para abrir la puerta.
2. El automóvil está en el (garaje).
3. Hay una carta de mi amiga en el (buzón).
4. La pintura está en la (pared).
5. Mi casa es de (madera).

Reinforcement:

Review the vocabulary, using repetition drills and the transparencies on the overhead projector.

Summary:

1. ¿Qué es esto? - using a picture or the transparency, ask students to state the Spanish term.
2. ¿Qué son estos? - follow same procedure for plurals.

Homework:

Prepare a rexo showing the different parts of a house. Have students label the parts.

Enrichment:

Ask students to construct a model or chart of their "DREAM HOUSE." Have students label different parts. Display the models in your classroom and invite other classes to view them.

Topic 36: The Kitchen

Aim: What Spanish words do we use to identify the kitchen and its contents?

Performance Objectives: Students will be able to:

- identify items in the kitchen in Spanish, both orally and in writing
- use the correct definite article with each noun
- use the correct forms of the singular and plural for each part of the body
- ask and answer questions relating to the kitchen and some of its contents

Materials:

- Apple computer lab
- software: Foreign Frenzy Spanish by Intellectual Software
- model of a kitchen and some of its contents. (A teacher-prepared cardboard model or a dollhouse would be helpful.)

Motivation:

Initiate a discussion with the class about items that are found in a kitchen. Pretend that they are exchanging recipes with a Spanish-speaking friend: how would they describe the items found in the kitchen?

Development:

1. Using the model of the kitchen, identify the items found there. Introduce the vocabulary words to the class, stressing the definite article. Remind the class that nouns, in Spanish, are preceded by an article and that the article tells us whether the noun is masculine or feminine.

a. la mesa - table	b. el delantal - apron
c. la estufa - stove	d. la despensa - pantry
e. el linóleo - linoleum	f. las pajitas - straws
g. el reloj - clock	h. la vasija - container
i. el cuchillo - knife	j. el cepillo - brush
k. el tenedor - fork	l. la escoba - broom
m. la silla - window	n. la plancha - iron
o. la cacerola - saucepan	p. el jarro - pitcher
q. el trapo - rag	r. las tazas - cups
s. la sartén - frying pan	t. los vasos - glasses
u. la cuchara - spoon	v. el gabinete - closet
w. el horno - oven	x. los platos - dishes

Using a variety of repetition techniques, (choral, group, individual) drill the class on the new vocabulary.

2. Review with the class the formation of the plural in Spanish:
el=los la= las
words ending in vowels add "s", words ending in consonants add "es", words ending in "z" change "z" to "c" and add es.

Practice giving the plural forms by having students ask each other for plural forms of the new vocabulary.

3. When students are familiar and comfortable with the vocabulary, tell them that they are now going to test their new skill by playing a computer game. Have students insert "Foreign Frenzy" into drive A and

turn on computer and monitor power. The disk is self-booting.

4. When the main menu appears, have students choose option 1: Read the FOREIGN FRENZY story. The computer will give a very entertaining, colorful story that explains how, through their new-found knowledge of Spanish, they will help to rescue words that have been stolen and spirited away on an alien spaceship.

5. After the students have finished reading the story, instruct them to choose option 2: View FOREIGN FRENZY'S commands. This option will explain how to play the game. It is essential that students understand how the computer program functions, otherwise they will become frustrated. Teacher should review each of the options with the class and display them prominently for student reference during the computer segment of the lesson. They are:

    1. 1, 2, 3 - MOVES SHIP UNDER WORD YOU WANT TRANSLATED
    2. RETURN - DISPLAYS THREE NEW WORDS
    3. CTRL O - SOUND ON/OFF
    4. CTRL R - RESTART GAME
    5. SPACE - CLEARS WORDS IN SHIPS AFTER HITTING SPACEBAR
    6. "?" BRINGS WORDS BACK
    7. CTRL H - NEXT LETTER IN WORD

7. Students are now ready to play "FOREIGN FRENZY" (Option 3). Instruct students to choose level 1, which will give them the vocabulary they have just reviewed. Students are given other options, such as sound and a timer, which they may choose at their discretion. Remind them that they are not to be discouraged if they miss a word; it will reappear. Player wins when score passes 100 and the computer gives a quick show. Students may wish to test their skill by choosing a shorter time limit. Allow 15-20 minutes for this portion of the computer lesson.
NOTE - The following errors appear on the disk - instruct the class accordingly.
EL CACEROLA/PAN EL HORNA/OVEN EL CAPILLO/BRUSH

Application of the Word Processor:

Type into the word processor as many words as you can in the following categories:
1) items used in setting the table
2) items you would consider to be kitchen furniture
3) items used to clean the house

Reinforcement:

Review the vocabulary using repetition drills and questions and answers, in context and/or along with a picture or model of the kitchen.

Summary:

1. ¿Qué es esto? - Ask students to identify parts of the kitchen in a picture or model of the kitchen.
2. ¿Qué son estos? - follow the same procedure, using plurals.

Homework:

Assign the students to prepare an oral presentation, to be shared with the class, describing their kitchen and some of its contents. Tell class that they do not have to confine themselves to the vocabulary that they have just learned, encourage them to use their bilingual dictionaries to find new words.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. This paragraph would be saved and used to form part of a composition called "Mi Casa." While students are working on their paragraphs, the teacher is circulating, showing students how to edit and make corrections directly on the word processor.

Topic 37: The Living Room and Its Contents

Aim: What Spanish words do we use to identify items in the living room?

Performance Objectives: Students will be able to:

- identify items in the living room in Spanish, both orally and in writing
- use the correct definite article with each noun
- correctly form the singular and plural of nouns
- ask and answer questions relating to items in the living room

Materials:

- Apple computer lab
- software: Foreign Frenzy Spanish by Intellectual Software
- posters showing a living room and its contents, with each item prominently displayed
- carboard or doll house model of a living room
- miniature pieces depicting items in the living room

Motivation:

Using the posters, identify for the students the different parts of the living room in Spanish; reinforce through repetition drills and, where possible, by using each word in context.

Development

1. Using a model of a living room (cardboard model, doll house, etc.), tell the students that they are going to help decorate the living room. As each item is correctly identified, it will be placed in the room until the room is completely decorated.

2. The house will be decorated with the following items. Remind the class that nouns in Spanish are preceded by an article and that the article tells us whether the noun is masculine or feminine.

a. el piano - piano	b. el disco - record
c. la alfombra - rug/carpet	d. la (el) radio - radio
e. el espejo - mirror	f. el hogar - fireplace
g. la cortina - curtain	h. el sillón - armchair
i. el acuario - aquarium	j. el teléfono - telephone
k. el ajedrez - chess game	l. el vaso - vase
m. la lámpara - lamp	n. la silla - chair
o. la revista - magazine	p. el sofá - sofa
q. el cenicero - ash tray	r. la bandeja - tray
s. el libro - book	t. la mesita - end table

Using a variety of repetition techniques (choral, group, individual), drill the class on the new vocabulary.

3. Review with the class the formation of the plural in Spanish:
el → los la → las
Words ending in vowels add "e", words ending in consonants add "es", words ending in "z" change "z" to "c" and add es.

Practice giving the plural forms by having students ask each other for plural forms of the new vocabulary.

4. When the teacher is satisfied that students are familiar and comfortable with the vocabulary, tell students that they are now going to test their new skill by playing a computer game. Have students insert "Foreign Frenzy" into drive A and turn on computer and monitor power. The disk is self-booting.

5. When the main menu appears, have students choose option 1: Read the FOREIGN FRENZY story. The computer will give a very entertaining, colorful story that explains how, through their new-found knowledge of Spanish, they will help to rescue words that have been stolen and spirited away on an alien spaceship.

6. After the students have finished reading the story, instruct them to choose option 2: View FOREIGN FRENZY'S commands. This option will explain how to play the game. Teacher should review each of the options with the class and display them prominently for student reference during the computer segment of the lesson. They are:

    1. 1, 2, 3 - MOVES SHIP UNDER WORD YOU WANT TRANSLATED
    2. RETURN - DISPLAYS THREE NEW WORDS
    3. CTRL O - SOUND ON/OFF
    4. CTRL R - RESTART GAME
    5. SPACE - CLEARS WORDS IN SHIPS AFTER HITTING SPACEBAR
    6. "?" BRINGS WORDS BACK
    7. CTRL H - NEXT LETTER IN WORD

7. Students are now ready to play "FOREIGN FRENZY" (Option 3). Instruct students to choose level 2, which will give them the vocabulary they have just reviewed. Students are given other options such as sound and a timer, which they may choose at their discretion. Remind them that they are not to be discouraged if they miss a word; it will reappear. Player wins when score passes 100 and the computer gives a quick show. Students may wish to test their skill by choosing a shorter time limit. Allow 15-20 minutes for this portion of the computer lesson.

Application of the Word Processor:

Begin a paragraph: "EN MI SALA HAY.....". Students can share their efforts with their classmates, and will complete the paragraph as part of their homework assignment.

Reinforcement:

Review the vocabulary using repetition drills and questions and answers, in context and/or along with pictures or doll house.

Summary:

1. ¿Qué es esto? - using a picture or doll house, ask students to give the vocabulary word.

2. ¿Qué son estos? - follow same procedure for plurals.

Homework:

1. Cut out pictures of items in the living room and label them in Spanish.

2. Complete the paragraph begun in class:
   "En Mi Sala Hay..."

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. This paragraph will be saved and form part of a composition titled "Mi Casa." Teacher will help students by showing them how to edit and make corrections directly on the word processor.

Topic 38: Bedroom and Bathroom Items

Aim: What words do we need to know to describe items in our bedroom and bathroom?

Performance Objectives: Students will be able to:

- identify and pronounce items found in the bedroom and bathroom
- describe a bedroom and bathroom in complete sentences (orally and in writing)

Materials:

- Apple computer lab
- software: "Un Día Típico" by D.C. Heath and Co., disk 1
- worksheet: accompanies lesson; may be reproduced

Motivation:

Show class pictures of a bedroom and bathroom. Ask students to name items found in these rooms.

Development:

1. Elicit student responses (in complete sentences) to questions concerning the vocabulary:

¿Qué es esto?	Es _____
Es una cama.	Sí es_____
No, no es una cama.	Es _____

2. Direct the class to load disk one into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

3. When the menu appears direct students to choose option 3, #1 "Paco se levanta."

4. Students should spend 5-10 minutes reviewing the section on reflexive verbs that appears at the beginning of the computer lesson.

5. The computer will ask the students if they wish to review the vocabulary list for items in Paco's room (el dormitorio). Instruct the students to choose option (es). A vocabulary list will appear. Instruct students to copy the list into the vocabulary section of their Spanish notebooks.

6. Repeat the procedure for items in the bathroom. (El cuarto de baño)

7. Return to the lesson:
   The computer points to each item in the bedroom and gives the Spanish word for it. Have students repeat each word. Do this as many times as is necessary, using individual as well as choral repetition.

8. Have students complete the fill-in quiz that follows.
   Activity should take 5-10 minutes. When a student gives an incorrect response, the screen will display: No, ¡inténtalo otra vez!
   If a second incorrect response is given, it displays:
   No, ¡mira bien otra vez!
   after which the vocabulary word is displayed on the screen. The student gets a third chance, but if the response is again incorrect, the correct response is given:
   No, la respuesta es _____

9. Repeat the same procedure for items in the bathroom. At the end of the activities, student will be given a score. Note the scores and have the students who did poorly repeat the activity.

Application on the Word Processor:

Have students complete the attached sheet on the word processor. Upon completion, review each item on the worksheet. Ask students to make all necessary corrections and to save their work.

Reinforcement:

1. ¿Qué es esto? Ask students to name items correctly as you point to them on the picture.
2. Ask students to use each word correctly in a complete sentence (Use the worksheet as an aid).

Homework:

Write two short descriptive paragraphs:
1. El cuarto de baño de mi casa
2. Mi dormitorio

Enrichment:

1. Correspond with pen pals; ask them about their homes and describe your own. The pen pal program should become a continuing activity which will help students not only to learn and practice their new language, but also to see cultural similarities and differences with other countries.

2. Have pupils bring in pictures or drawings of different rooms of a house with the items labeled in Spanish.

WORK SHEET

Using the vocabulary words listed below, complete the following sentences.

espejo	jabón
ventana	zapatillas
agua	lámpara
radio	cama
sobrecama	peine

1. Yo me lavo la cara con_____ y _____.
2. Paco se mira en el _____.
3. Paco se pone las _____cuando se levanta.
4. El _____ suena a las siete de la manana.
5. La _____ está sobre la mesita de noche.
6. La ___ .. _____ está sobre la cama.
7. Yo duermo en mi _____.
8. Yo abro la _____ para sacar aire.
9. Por la noche escucho música en la _____.
10. Paco se peina el pelo con el _____.

La Tarea

Match the English words in Column B with their correct Spanish meaning found in Column A.

Column A	Column B
1. _____ el jabón	a. the dresser
2. _____ la lámpara	b. the pillow
3. _____ el lavabo	c. the bedroom
4. _____ la radio	d. the comb
5. _____ el agua	e. the soap
6. _____ la sobrecama	f. the window
7. _____ la mesita de noche	g. the slippers
8. _____ la alfombra	h. the lamp
9. _____ la manta	i. the bathroom
10. _____ la cama	j. the nightstand
11. _____ el peine	k. the washbasin
12. _____ las zapatillas	l. the bedspread
13. _____ el despertador	m. the bed
14. _____ la ventana	n. the alarm clock
15. _____ el espejo	o. the water
16. _____ la cómoda	p. the rug
17. _____ la almohada	q. the mirror
18. _____ el cuarto de baño	r. the radio
19. _____ el dormitorio	s. the blanket

Topic 39: Travel

Aim: What are some useful Spanish travel expressions?

Performance Objectives: Students will be able to:

- express themselves using vocabulary pertaining to travel, orally and in writing
- ask and answer questions pertaining to travel
- give a short, oral presentation about trips that they might take for their summer vacation

Materials:

- Apple or MS DOS computer lab
- software: "Spanish Level I" by New York City Board of Education, disk 2.
- a map of Spain or Latin America
- travel posters depicting new and exciting places
- pictures of an airport, a train station, a bus depot, and a ship

Motivation:

Ask: If you won a free trip to anywhere in the world, where would you go and why? (Adonde quieres hacer un viaje?)
What different means of transportation are available to us? (Make a list and place it on the chalkboard for future reference.)

Development:

1. Review the following vocabulary, which students will encounter in the computer portion of the lesson. Try to show pictures so that students can infer meanings. Use individual and group repetition.

1. hacer un viaje	2. avión
3. pasaporte	4. documento de salud
5. la casa de aduanas	6. maletas
7. tren subterráneo	8. turista
9. lugares de interés	10. billete de ida y vuelta

2. Practice using the new vocabulary by having a question and answer drill. For example:
   Q. ¿Haces un viaje por el verano?
   A. Sí, hago viaje a España por el verano.

   Encourage students by having each child ask a question after having given a correct response. Correct pronunciation and sentence structure.

3. Review verbs pertaining to travel, eg. tomar, hacer un viaje subir, bajar, despegar, aterrizar, abrocharse el cinturon de seguridad, poner la ropa, hacer la maleta.

4. Review the use of ir + a + infinitive to express future time. For Example: "Este verano, voy a hacer un viaje al Peru."

5. Review the vocabulary dealing with other forms of travel:

   1. en buque - by ship
   2. en autobús - by bus
   3. en tren - by train

4. en automóvil - by car
5. en bicicleta - by bicycle

Teach these vocabulary items by asking the class to think of other means of transportation. Hold up pictures of each item as it is mentioned and ask class to repeat. Use choral and individual repetition. Place each new expression on the board, ask class to note if the word resembles an English word. Examples: autobus - bus, tren - train, automovil - automobile. Explain to the class that such words are called cognates, the use of which is an excellent means of inferring the meaning of new vocabulary.

6. Have class insert disk 2 of Board of Education "Spanish Level I" into drive A. The disk is self-booting. Instruct class to choose module 9, "Travel."

7. Students should be familiar with computer responses given throughout the program:

   Sí, and a smiling face - correct response; Incorrecto, and a frowning face - incorrect response. After an incorrect response the student is given a hint in English, which is usually a cognate of the correct response. If the student gives a second incorrect response, the computer displays the correct response with a concise explanation.

   The module consists of ten multiple-choice questions. Each correct response earns the students 10 points. A correct response on the second try earns five points. The student receives a numerical score at the conclusion of the module. Note - The Shift Lock key must be down in order for a correct answer to register. The program does not recognize lower case responses (Apple only).

8. Allow the class 15-20 mintues to complete the module.

Application of the Word Processor:

Write on the board and have students type in and complete the following sentences.

Este verano yo voy a hacer un viaje a _____.
(place)

Voy en _____.
(means of transportations)

Voy con _____.
(relationship and names)

Antes de partir, hay que _____.

Reinforcement:

Using posters, have students repeat vocabulary pertaining to travel. Ask questions and elicit answers relating to travel situations.

Summary:

1. What are some useful expressions pertaining to travel that we have just learned?

2. Encourage students to give a brief (2 or 3 sentences) oral presentation completing the following: "Este verano yo voy a hacer un viaje ....."

Homework:

Using the oral presentation as a guide, write a brief paragraph about your plans for future trip.

Enrichment:

Begin a research project by having the students choose a Spanish-speaking country that they would like to visit. Ask class to research places of interest, means of transportation within the country and means of access from the United States.

Topic 40: Leisure-Time Activities

Aim: What words are used to describe leisure-time activities?

Performance Objectives: Students will be able to:

- describe in meaningful context (orally and in writing) their leisure-time activities
- use various forms of ir + a + infinitive to express future time
- answer questions, in complete sentences, about what they are going to do after school

Materials:

- Apple computer lab
- software: "Un Día Típico" by D.C. Heath and Co., disks 1 and 2
- pictures of different leisure-time activities

Motivation:

Show the class pictures of people engaging in various leisure-time activities. Ask class to describe what is going on in each picture. Initiate a discussion with the students, asking them to talk about how they enjoy spending their leisure time.

Development:

1. Review with the class ir + a + infinitive to talk about future time.
   a) Después de las clases voy a ir al parque. ¿Y tú?
      Voy a estudiar.
      Voy a jugar al fútbol.
      Voy a ir de compras.
   b) Vocabulary used in disk should also be reviewed:
      ¿Vas a estudiar? Sí, voy a estudiar. No, no voy a estudiar.
      ¿Vas a escuchar discos? Sí, voy a escuchar discos. No, no voy a escuchar discos.
   Ensure that the students are aware of the meaning of the sentences.

2. Direct the class to load disk 1 into drive A. The students turn on the monitor and computer power. The disk is self-loading.

3. When the menu appears direct students to choose option 3 "Activities." The program will list different activities. Tell the students to choose activity 5, option 1 "El tiempo libre." The computer will instruct the students to load disk 2.

4. Allow the class 20-25 minutes to do the appropriate activities on the disk. As the class is working, direct the students to make a note of each activity as it is introduced. The exercises consist of filling in the blanks with new vocabulary words. Each new activity that is introduced uses the grammatical structure ir + a + infinitive. Example: Youngsters are going to a stadium to see a soccer game. After the sentence is shown, it reappears and students are asked to type in the Spanish word for stadium.

   When a student gives an incorrect response, the screen will display:
   No, ¡inténtalo otra vez!
   If a second incorrect response is given, it displays:
   No, ¡mira bien otra vez!

after which the correct word is flashed on the screen. The student gets a third chance, but if the response is again incorrect, the correct answer is given:

No, la respuesta es _____.

5. Direct students to follow correct procedure for removal of disks and replacement in their protective covers. Instruct the class to shut off power on computers and monitors.

6. After reviewing orally, students should list some leisure-time activities in their notebooks:

   Despues de las clases, nosotros:

   escuchamos discos - listen to music
   jugamos al fútbol - play soccer
   vamos de compras - go shopping
   jugamos al tenis - play tennis
   vamos a estudiar - are going to study
   hacemos el ciclismo - ride a bicycle

   Additional vocabulary if desired:

   el tocadiscos - the record player
   el estadio - the stadium
   la tienda - the store
   la moda - the fasion
   la ropa - the clothing
   la cancha de tenis - the tennis court
   el balón - the football
   la biblioteca - the library
   el bibliotecario - the librarian
   la bicicleta - the bicycle

7. Discuss with the class different strategies for learning the meanings of each new word. Do any of these words have English cognates; that is, do any of them look like they have similar meanings in English? (estadio, bicicleta, ciclismo, tenis) Are there words that are similar to each other because they have the same derivation? (disco and tocadiscos, biblioteca and bibliotecario, ciclismo and bicicleta). These are some of the ways students can improve word skills without memorization.

8. Review the use of ir + a + infinitive with the class by using substitution drills.

   Yo_____ a ecuchar música.
   Nosotros_____ a escuchar música.
   Mis padres_____ a escuchar música.

Application of the Word Processor:

Students should write a paragraph of several sentences about their leisure-time activities starting with one of the following phrases:

Después de las clases...
Me gusta...
Los sábados mi amigo Juan y yo....

Reinforcement:

Ask a student to read aloud what he has written on the word processor. Ask questions of this student; have other students ask questions.

Homework:

Use the correct form of ir to fill in the blanks in each of the following sentences.

1. Mis hermanos _____ a jugar el fútbol mañana.
2. Yo _____ a escuchar discos en la casa de Ana.
3. Nosotros _____ a ir al cine esta noche.
4. María _____ a hacer el ciclismo el sábado.
5. Juan _____ a ir a la biblioteca después de la escuela.
6. Nosotros _____ a ir de compras por la mañana.
7. Tú _____ a jugar al tenis esta noche.
8. Ellos _____ a mirar la televisión en la sala.

Enrichment:

Have the class do additional exercises available on the supplementary disk (disk 3). The additional exercises provide an expanded list of leisure-time activities.

Topic 41: The Parts of the Body

Aim: What Spanish words do we use to identify the parts of the body?

Performance Objectives: Students will be able to:

- identify the parts of the body in Spanish, orally and in writing
- use the correct definite article with each related noun
- use the correct forms of the singular and plural with each part of the body
- formulate and answer questions relating to the parts of the body

Materials:

- Apple computer lab
- software: "Foreign Frenzy Spanish" by Intellectual Software
- pictures of the head and body, with an overlay clearly labeling each part

Motivation:

Using a picture of a famous movie star, give a description, in Spanish, emphasizing the parts of the body. Point to each part when describing it. Elicit the aim of the lesson from the class: "What words do we use, in Spanish, to describe the parts of the body?"

Development:

1. Using pictures of the head and body introduce the vocabulary words to the class, stressing the definite article. Remind the class that nouns, in Spanish, are preceded by an article and that the article tells us whether the noun is masculine or feminine.

a. el talón - heel	b. las manos - hands
c. el pelo - hair	d. la cabeza - head
e. la barba - beard	f. los pies - feet
g. el estómago - stomach	h. la boca - mouth
i. la rodilla - knee	j. la nariz - nose
k. los dientes - teeth	l. las orejas - ears
m. los labios - lips	n. el pecho - chest
o. el cuello - neck	p. los brazos - arms
q. los dedos - fingers	r. los hombros - shoulders
s. el codo - elbow	t. la cara - face
u. la lengua - tongue	v. el ojo - eye
w. las piernas - legs	

   Using a variety of repetition techniques (choral, group, individual), drill the class on the new vocabulary.

2. Review with the class the formation of the plural in Spanish:
   el⟶los la⟶las
   Words ending in vowels add "s", words ending in consonants add "es", Words ending in "z" change "z" to "c" and add es.

   Practice giving the plural forms by having students ask each other for plural forms of the new vocabulary.

3. As the students become more comfortable with the new vocabulary, challenge them by speeding up the exercise. Vary the activity by having student volunteers come to the front of the room and point to parts of their bodies for identification. Challenge the students to a spelling

bee using the vocabulary they have just mastered.

4. When the teacher is satisfied that students are familiar and comfortable with the vocabulary, tell students that they are now going to test their new skill by playing a computer game using their new vocabulary. Have students insert "Foreign Frenzy" into drive A and turn on computer and monitor power. The disk is self-booting.

5. When the main menu appears, have students choose option 1: Read the FOREIGN FRENZY story. The computer will give a very entertaining, colorful story that explains how, through their new-found knowledge of Spanish, they will help to rescue words that have been stolen and spirited away on an alien spaceship.

6. After the students are finished reading the story, instruct them to choose option 2: View FOREIGN FRENZY'S commands. This option will explain how to play the game. It is essential that students understand how the computer program functions, otherwise they will become frustrated. Teacher should review each of the options with the class and display them prominently for student reference during the computer segment of the lesson. They are:

    1. 1, 2, 3 - MOVES SHIP UNDER WORD YOU WANT TRANSLATED
    2. RETURN - DISPLAYS THREE NEW WORDS
    3. CTRL O - SOUND ON/OFF
    4. CTRL R - RESTART GAME
    5. SPACE - CLEARS WORDS IN SHIPS AFTER HITTING SPACEBAR
    6. "?" BRINGS WORDS BACK
    7. CTRL H - NEXT LETTER IN WORD

7. Students are now ready to play "FOREIGN FRENZY" (Option 3). Instruct students to choose level 26, which will give them the vocabulary they have just reviewed. Students are given other options such as sound and a timer, which they may choose at their discretion. Remind them that they are not to be discouraged if they miss a word; it will reappear. Player wins when score passes 100 and the computer gives a quick show. Students may wish to test their skill by choosing a shorter time limit. Allow 15-20 minutes for this portion of the computer lesson.
   NOTE - The following errors appear on the disk - instruct the class accordingly.

   LA CABZA/HEAD EL CODA/TONGUE

Application of the Word Processor:

Show the picture of a face. Either dictate or point to one part. Students will type these words into the word processor. Or use a completion drill, i.e. Yo veo con (los ojos).

Reinforcement:

With the picture used at the beginning of the lessons, review the vocabulary using repetition drills and questions and answers.

Summary:

1. ¿Qué es esto? - Show a part of the body and ask the class to identify it.
2. ¿Qué son estos? - Follow the same procedure, using plurals.

Homework:

Draw a picture of a person. Label each part. Give the figure distinct characteristics (brown hair, blue eyes, small nose, etc.). Write a short description to accompany the picture.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Have students transfer their paragraphs into the word processor. Teacher will help students by showing them how to edit and make corrections directly on the word processor.

Topic 42: Idioms With *HACER* for Expressions of Time Periods

Aim: How do we use the verb hacer to form idioms expressing time periods?

Performance Objectives: Students will be able to:

- identify, pronounce, and conjugate the irregular verb hacer in the present and the imperfect tenses
- use forms of hacer to form idiomatically to show different time periods
- use hacer to mean ago

Materials:

- Apple computer lab
- software: "Spanish Grammar IV" by Intellectual Software

Motivation:

Pronounce the following Spanish sentences, have students repeat them, and then place them on the board.

1. Hace tres años que vivo aquí.
2. Hace diez años que toco el piano.
3. Hace mucho tiempo que trabajamos aquí.

4. Hacía un mes que trabajaba allí.
5. Hacía un mes que leía bien.
6. Hacía diez años que lo sabía.

7. Mi mamá me llamó hace dos horas.
8. Cantaba bien hace seis años.

Elicit from the class how the verb hacer is used in each sentence: to express an action that was initiated in the past and is still continuing (1-3); to show how long an action had been going on in the past and was still going on (4-6); and to show how hace is used to translate the English ago (7-8).

Development:

1. Review orally with the class how we use hacer idiomatically when talking about the weather, (hace mal tiempo, hacía calor, etc.).

2. Explain to the class that when hacer is used in the present tense, followed by a verb, it expresses an action that began in the past and is still going on. Reread the sentences given in the motivation and encourage the class to come up with a formula that will help them to remember.

   Hace + time period + que + verb
   Hace tres años que estudio español.
   I have been studying Spanish for three years (and I am still studying it).

3. Repeat the same procedure as #2, using hacía ... que followed by a verb in the imperfect to show an ongoing action that was begun in the past and continued in the past.

Hacía + time period + que + verb
Hacía un año que lo conocía. - I had known him for a year.
(It had been a year that I knew him and I still knew him.)

4. Explain to the class that when hace + a period of time follows a verb in the preterite or the imperfect, it translates to the English word ago.

   Examples: 1. Me casé hace un ano.
   I was married a year ago.
   2. Me llamó hace una hora.
   He called me an hour ago.

5. Have students load Disk A into drive A, and turn on computer and monitor power. The disk is self-loading.

6. When the menu appears, instruct the class to choose option L10- "Hacer/Acabar." Have the class do the appropriate exercises dealing with the idiomatic uses of the verb hacer. The computer portion of the lesson leads the students through an explanation of the grammatical points of the uses of hacer. Each explanation is followed by a short exercise dealing with that specific point. The exercises are multiple choice and the student will receive a numerical score when the exercise is completed. The program will give the student an explanation in English if an incorrect answer is given.

7. Allow the class 15-20 minutes to complete the computer segment of the lesson. Instruct the students to make a record of their scores and repeat the exercise if a low score is achieved.

Application of the Word Processor:

Dictate 4-5 sentences from the worksheet (attached). Students will type them into the word processor, while one student writes on the board. Students should correct their work as it is corrected at the board.

Reinforcement:

Using questions ask students individually: ¿Cuánto tiempo hace que usted asiste a la escuela? ¿Desde cuándo vive usted en Nueva York? etc. Review answers chorally.

Summary:

1. How do we conjugate "hacer" in the present and the imperfect?
2. How do we hacer to denote action that started in the past and is still continuing, and action that started in and continued in the past?
3. How do we use "hacer" + a time period + a verb in the preterite and imperfect to translate the English word "ago"?

Homework: Attached

Enrichment:

Translate each of the following sentences, making sure to use the correct form of hacer in each:
1. She went out an hour ago.
2. It had been two years that he lived in Spain.
3. I have worked there for four years.
4. He has known him for six months.
5. He played well for two years.

6. I left three weeks ago.
7. They had been in the U.S. for four weeks.
8. They had been dancing an hour ago.
9. I have been living here for twenty years
10. They had visited them for one week.

La Tarea

Fill in each blank with the missing form of the verb hacer.

1. _____ dos años que estaban casados.
2. _____ tres años que viajo a Europa durante los veranos.
3. Nos llamaron _____ diez días.
4. Estudiaban _____ muchas horas.
5. _____ nueve meses que estudio el francés.
6. _____ once años que estaban jugando.
7. Cantaron _____ una semana.
8. Nació _____ un año.
9. _____ tres meses que visitamos con mi tía.
10. _____ un año que empiezo a enseñar.
11. _____ dos horas que empiezo la fiesta.
12. Empezaron a caminar _____ diez minutos.
13. _____ un año que el nada.
14. _____ tres años que construyeron la casa.
15. Me enseñó a guiar _____ cuatro años.

SECTION III

STRUCTURE AND FORMS

Topic 43: Subject Pronouns

Aim: What are the subject pronouns in Spanish?

Performance Objectives: Students will be able to:

- identify, pronounce and write subject pronouns in Spanish
- substitute a subject pronoun for a noun (this skill is essential before conjugation is learned)
- correctly use subject pronouns in a sentence

Materials:

- Apple computer lab
- software: "Spanish Grammar I" by Intellectual Software

Motivation:

Ask the class how the use of subject pronouns makes speaking and writing simpler, more flexible and more interesting than constant repetition of nouns.

Development:

1. Explain to the class that in Spanish, as in English, subject pronouns take the place of a noun or group of nouns which is the subject of the sentence.

2. Orally review with the class the subject pronouns in Spanish. Place the list on the board. Ask the class to study the chart carefully; then review it with them asking them to repeat each pronoun. Use group, individual, and choral repetition.

	Spanish Pronoun		English Equivalent
	Yo		I
	Tú		You (familiar)
	El	SINGULAR	He
	Ella		She
	Usted (Ud.)		You (formal)
	Nosotros		We
*	Vosotros (as)		You (plural, fam.)
	Ellos (as)	PLURAL	They
	Ustedes (Uds.)		You (plural, polite)

* Explain to the class that the vosotros form is rarely used and is generally omitted from most texts.

3. Practice converting nouns to pronouns with the class.

   Examples:

   María - ella — Juan - él

   María y Juan - ellos — María y Juana - ellas

   María, Juan y yo - nosotros (if the grouping consists entirely of females - nosotras)

   la madre - ella — los padres - ellos

   las muchachas - ellas — los niños y yo - nosotros

4. It is important to note that when using subject pronouns in a sentence, the pronouns yo, tú, usted, nosotros, and ustedes may be omitted, since the CONJUGATED FORM OF THE VERB contains an ending that indicates the person that is doing the action. For example: Yo trabajo todos los días is most commonly written: Trabajo todos los días. The subject (yo) is implicit in the o ending attached to the stem of the verb.

5. The subject pronoun is used when it is necessary to differeniate between él, ella, and usted, or ellos, ellas, ustedes, all of which take the same conjugated ending.
For example:

TRABAJA TODOS LOS DIAS: could mean any of the following:
he works
she works and when needed for clarity must be written as él trabaja / ella trabaja / Ud. trabaja
you work

6. Review with students the correct procedure for loading disks in the computer. Direct the class to load disk A into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

7. When the menu appears direct students to choose option L25: "Pronouns/Review" and work on the section devoted to subject pronouns. An introductory screen appears, reviewing the concepts in English. Two exercises on this topic will follow, one is multiple choice and the other type-in. The computer program will praise the student, in Spanish, if a correct answer is given. If an incorrect response is given, the program supplies the correct answer and an explanation, in English. The program does not provide students with a means for typing in accents or tildes. A numerical score is given at the end of the computer module and students will be instructed to repeat the module if a low score is achieved.

8. Allow the class 15-20 minutes to do the appropriate exercises on the disk.

9. Direct students to follow correct procedure for removal of disks and replacement in their protective covers. Instruct class to shut off power on computers and monitors.

Application of the Word Processor:

Have students first underline the subject and then replace it with a subject pronoun in each of the following sentences:
Mi madre y mi padre están en casa.
Sra. Smith trabaja mucho.
María es mi amiga.
El perro se llama Pepe.
Nuestro profesor está ausente hay.

Reinforcement:

Review the subject pronouns using substitution drills:
La profesora canta bien.
Then: ella, Juan, él, usted.

Summary:

1. What are the subject pronouns in Spanish? (Have class list and give English meaning)

Homework:

In each of the following sentences underline the subject, and then rewrite it substituting a subject pronoun for the noun:

1. Mi mamá limpia la casa.
2. Los muchachos van al cine.
3. Susana y yo jugamos en el parque.
4. María y Ana caminan a la escuela.
5. Ana, María y Juan van a la biblioteca.
6. Juan juega al béisbol después de las clases.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Ask students to write an original sentence using each of the subject pronouns they have just learned. Have students transfer their sentences into the word processor. The teacher can help students make corrections directly on the word processor.

Topic 44: Gender of Nouns

Aim: How do we distinguish the gender of nouns in Spanish?

Performance Objectives: Students will be able to:

- explain the concept of gender
- identify masculine and feminine nouns in Spanish
- correctly apply a form of the definite article to a noun
- group certain nouns by gender according to classification by ending
- express simple sentences using certain nouns and their definite articles

Materials:

- Apple computer lab
- software: "Spanish Grammar I" by Intellectual Software

Vocabulary:

Before the computer lesson students should be familiar with the following vocabulary words:

1. el hijo - the son
2. el oro - the gold
3. el perro - the dog
4. el plato - the dish, plate
5. la mesa - the table
6. la guerra - the war
7. la muchacha - the girl
8. la mujer - the woman
9. la gallina - the hen
10. la acción - the action
11. la serie - the series
12. la libertad - the liberty
13. la verdad - the truth
14. la legumbre - vegetable (legume)
15. el problema - the problem
16. el drama - the drama
17. el macho - the male
18. la hembra - female
19. el programa-the program

Motivation:

Ask students for a definition of masculine and feminine, based on their understanding of these words. The class should give such definitions as, "manly" and "a real woman." Explain that in Spanish, masculine and feminine are words that differentiate nouns. This differentiation is the concept of GENDER.

Development:

1. Orally review the vocabulary words with the class, making sure that students can pronounce them correctly. Words should be presented in context and then highlighted. Ex.: Pedro es el hijo del Señor Gomez. EL HIJO

2. Point out to the class that each noun is preceded by a definite article, corresponding to the English article THE. The article is always used in Spanish and provides one of the ways for us to distinguish masculine nouns from feminine nouns. The masculine article is EL and the feminine article is LA. The plurals are LOS and LAS respectively.

3. Nouns referring to males and almost all nouns ending in "o" are masculine. If a feminine singular noun begins with a stressed "a" or "ha", it will noun will use the masculine singular article "el", e.g., el agua.

4. Nouns referring to females and the majority of those ending in "a" are feminine.

5. Nouns ending in -ión, -ie, -tad, -dad, and -umbre are usually feminine. Note - the exception are words derived from Ancient Greek ending in "ma", which are masculine: el problema, el programa, el sistema, el drama. La pluma, derived from the Latin, follows the rule for feminine nouns.

6. The following are common nouns that are exceptions to the rules for gender:
   - el pie - the foot
   - el día - the day
   - el álgebra - algebra
   - el mapa - the map
   - la mano - the hand
   - el cura - the priest

7. Direct the class to load the disk into drive A. The disk is self-loading.

8. When the menu appears direct students to choose option L10: "Gender of Nouns." The computer screen displays a brief explanation for the formation of masculine and feminine nouns, followed by short multiple choice exercises illustrating each point that was made. For each correct answer the student will see a response, such as "Sí, buena respuesta." If an incorrect answer is given, the program will give the correct answer and a brief explanation in English. The student will receive a numerical score at the end of the module.

9. Allow the class 15-20 minutes to do the appropriate exercises on the disk.

Application of the Word Processor:

Have students enter as many nouns with their definite articles they can. See who enters the most correctly.

Reinforcement:

Orally review the vocabulary words used in the lesson and ask students to form simple sentences using them.

Summary:

1. What are some ways in which we can recognize masculine and feminine nouns?
2. What are the forms of the definite article in Spanish that correspond to the English article THE?
3. When are the words EL, LA, LOS, and LAS used?

Homework:

For each of the following nouns, determine if they are masculine or feminine and write in the correct definite article:

1. _____	muchacho	2. _____	silla
3. _____	ventana	4. _____	caridad
5. _____	problema	6. _____	niña
7. _____	pizarra	8. _____	bolígrafo
9. _____	voluntad	10. _____	hombre
11. _____	alfombra	12. _____	personalidad
13. _____	maestro	14. _____	suelo
15. _____	casa	16. _____	equipo

17. _____ escritorio
18. _____ cartel
19. _____ puerta
20. _____ gato

Enrichment:

1. Have students look up the above vocabulary words in their Spanish-English dictionaries. Note that the dictionary gives the gender of nouns by using (m) next to the word to denote masculine nouns, and (f) to denote feminine nouns.

2. Have pupils look up the names of several fruit trees and the fruit they bear. Do they notice anything unusual? (El manzano = apple tree, la manzana = apple, etc.)

Topic 45: Plurals of Nouns

Aim: How do we form the plurals of nouns in Spanish?

Performance Objectives: Students will be able to:

- make nouns plural in Spanish, orally and in writing
- formulate a rule for the formation of plural nouns in Spanish, whether the noun ends in a vowel or a consonant
- recognize nouns that have irregular plurals and learn the rules that govern their formation

Materials:

- Apple computer lab
- software: "Spanish Grammar I" by Intellectual Software

Motivation:

Ask students in the class to pretend that they are teaching English to a foreign child. How would they explain the formation of plurals in English? Students will say that that you simply add s or es to the word. Point out to the class that English has many irregular plurals, that is words that do not follow the rule. Spanish also has irregular plurals, which will be covered in this lesson.

Development:

1. Pointing to la mesa, el muchacho, la ventana, review these words with the class. Then write them on the board. Review their plurals orally, and then write on the board: las mesas, los muchachos, las ventanas
   Rule: For nouns in Spanish ending in a vowel add an "s" to the word to form the plural.

2. Use the same procedure for:

el reloj	los relojes
la flor	las flores
el borrador	los borradores

   Rule: For nouns in Spanish ending in a consonant add "es" to form the plural.

3. First using examples, explain to the students the following rules for the formation of irregular plurals:
   a. Nouns ending in z, change the z to c and add es
      el pez - los peces la luz - las luces
   b. Family names usually remain unchanged, although they do take the plural definite article. The plural article may also indicate the equivalent of Mr. and Mrs.
      los Reyes, los Smith, los Rodríguez"
   c. The masculine plural may include the feminine.
      el padre - the father los padres - the parents
      el hijo - the son los hijos - the children
   d. Nouns ending in s have the same form in the plural.
      el paraguas los paraguas

4. Spend a few minutes with the class on drills involving the formation of plurals. Give additional drills, if necessary.

5. Review with students the correct procedure for loading disks in the computer. Direct the class to load disk A into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

6. When the menu appears direct students to choose option L20: "Miscellany" and work on the section dealing with the formation of irregular plurals. An introductory screen appears, giving a brief review, in English, on the formation of irregular plurals. A type-in exercise will follow in which the students will practice the formation of irregular plurals. The program will give the correct answer and a brief explanation if the wrong response is given. This program does not allow for accent marks or tildes, they are omitted. The program compliments the student, in Spanish, for a correct response.

7. Allow the class 15-20 minutes to do the appropriate exercises on the disk.

Application of the Word Processor:

Have students type on the word processor each of the following words (dictated). Then they should make them plural and use them in sentences.

1. el libro
2. la ciudad
3. el lápiz
4. la Sra. Jones
5. el padre

Reinforcement:

Have one student say a noun with its definite article and choose one of his classmates to make it plural. Continue around the classroom.

Summary:

1. What are the rules for forming the plural of nouns ending in a consonant/vowel?
2. What are the exceptions to the rules for the formation of plurals in Spanish? (Ask students to give examples of each type.)

Homework:

1. Give the plural form (using the definite article) for each of the following nouns:

1. el escritorio _____	7. la maestra _____
2. la puerta _____	8. el invierno _____
3. el lápiz _____	9 el Señor Rodríguez _____
4. el padre _____	10. la luz _____
5. la flor _____	11. la madre _____
6. el papel _____	12. la ventana _____

2. Give the plural form required for the underlined nouns:
   1. El padre y la madre son buenos.
   2. El niño y la niña tienen cinco años.
   3. Visitamos al abuelo y a la abuela.
   4. El tío y la tía viven en España.
   5. El señor García y la Señora García son simpáticos.

Enrichment:

Ask students to bring in pictures of items, labeled in Spanish, which use the plural of fruits, vegetables, furniture, books, etc.

Topic 46: Uses of the Indefinite Article in Spanish (Creating Stories)

Aim: How does the correct use of the indefinite article (a, an, some) in Spanish help us to write our stories?

Performance Objectives: Students will be able to:

- differentiate between a definite and an indefinite article
- explain the concept of gender of nouns in Spanish
- recognize and pronounce the four forms of the indefinite article: un, una, unos and unas
- correctly apply a form of the indefinite article to a group of nouns (listed under #1 Development)
- use the computer program "Creacuentos" to write and illustrate original stories using the definite and indefinite articles

Materials:

- Apple computer lab
- software: "Creacuentos" (Kidwriter) by Spinnaker Software Corp., Cambridge, Mass. (Spanish translation by Gessler)
- Teacher-prepared posters displaying the vocabulary to be used in the lesson
- a sample story, complete with illustrations, to show students what the finished product will look like.

Motivation:

Show the illustrated story to the class. Inform the class that the story was written and illustrated using a computer program. The program makes it easy for them to write and illustrate their own stories. The program also makes it possible for them to print their stories, much like a professional publisher would. Allow students a few minutes to look at the story.

Development:

1. Be sure that students are aware of the difference between the definite article (the) and the indefinite article (a, an, some).

* Note that the poster displaying each vocabulary word should have the word prominently displayed with its definite article. Some examples from the list that the teacher may want to use are:

a. un pato
b. una nube
c. un árbol
d. un paraguas
e. un edificio
f. una mesa
g. una silla
h. un pez
i. una iglesia
j. un camión
k. una bicicleta
l. una casa

A, AN and SOME are called "indefinite" because they do not refer to particular objects. Point out the difference between "The girl with the brown hair" and "A girl with brown hair." In the first sentence, a particular girl is being talked about. In the second sentence, it is any

girl with brown hair.

2. Display the posters that you have prepared to teach the vocabulary that you have selected from the list accompanying the program. The number of vocabulary words chosen is, of course, at the discretion of the teacher.

3. Using these words in sentences, review vocabulary items with the class. Have students repeat words and sentences, using a variety of techniques: choral, individual, and group repetition.

4. Stress the indefinite article in each vocabulary noun. Ask students to note that some words are preceded by "UN" and others by "UNA". Explain to the class that this happens because in Spanish, nouns have gender (masculine/feminine). All masculine nouns use UN (UNOS in their plural form) and all feminine nouns use UNA (UNAS in their plural form).

5. Review each of the new vocabulary words, changing them to the plural.
   For example: un pájaro - unos pájaros
   una iglesia - unas iglesias

6. Have students load "Creacuentos" which is a self-booting disk. Students should be made familiar with all functions of the program BEFORE they begin working. This will make it easier for them to work with the word processor and avoid frustration. It is strongly recommended that the teacher have the directions prominently displayed for easy reference.

7. The first screen to appear contains the following legend:
   ¿Cuáles de las siguientes quieres hacer? - Which of the following do you wish to do? Pulsa una de las teclas. - Press one of the keys.
   H. Hacer un cuento ilustrado - Write an illustrated story
   C. Cargar un cuento ilustrado viejo. - Load an old story.
   D. Directorios de cuentos ilustrados - Directory of stories
   P. Parar para ahora - Stop for now.
   Have students choose option H. The following will now appear on the screen: Ahora comienza a dibujar tu cuadro. Now begin to draw your illustrated story.
   ¡Será muy fácil hacerlo! - It is very easy to do!
   Sólo tienes que prestar atención a las instrucciones al pie de la pantalla. - All you have to do is follow the directions at the foot of the screen. Pulsar cualquier tecla para continuar - Press any key to continue.

8. Pressing any key brings a new screen with a numbered picture appearing on the lower left hand portion of the screen and the following new directions: Teclas con flecha mueven - Keys with arrows move.
   Pulsa una de las teclas. - Press one of the keys
   C. Cambiar de escena - change the background
   P. Ver el próximo objeto - See the next object
   V. Ver el último objeto - See the previous object
   E. Escoger este objeto - choose this object
   B. Borrar esta ilustración - Erase this picture
   H. Hecho, escribir el cuento - Done, write the story
   Instruct students to choose the object that they want by pressing E.

9. The figure now appears on the upper part of the screen, the following options also appear:
   C. Cambiar de color - changes the color
   T. Cambiar de tamaño - changes size of the object
   P. Pasar al próximo objeto - Go to the next object

B. Borrar esta ilustración - Erase this picture
H. Hecho, escribir el cuento - Done, write the story.
Students may use any of the options to help them draw the picture they want. Teacher may wish, for purposes of familiarizing students with the word processor, to have students illustrate a directed composition. Original stories can be written as part of the homework assignment amd entered during subsequent lessons. The following will now appear.
¡Ahora puedes escribir tu cuento! - Now you can write your story!
¡Será muy fácil hacerlo! - It will be very easy to do!
¡Escríbelo como quieras! - Write it any way you want!
The picture appears on top of the screen - Students write on the bottom.
* The following are important aspects of this word processing program. The program has no accents incorporated into it. (no tildes, inverted question marks or inverted exclamation points) The arrow keys move cursor up, down and to either side. In order to erase a misspelled word you must press delete directly over the letter to be erased. There is no way for the teacher to tell if the students wrote anything unless program is saved.

10. Students will be asked to press * when they are finished. The program will ask them if they want to save what they have written:
¿Quieres guardar tú cuento ilustrado? -- Do you want to save your story?
Pulsa S para Sí o N para No. -- Press S for Yes or N for No.
Students should press S.
Students are now asked to name their story: Ahora nombra tu cuento ilustrado.- Now name your story. ¡Acuérdate! Debe ser un nombre de no más de 12 letras. Remember! it cannot be more than 12 letters long. Escríbelo ahora y después pulsa Return. Write it now and then press Return.
Students will be asked if they are sure, (S) for yes and (N) for no.
The computer then saves the picture and story.

11. This procedure may be repeated if other pages are desired.

12. Allow students to familiarize themselves with the program and write at least one page of their story. Be sure to have them save it! Allow 20-25 minutes for this portion of the lesson.

13. Stories should be printed when they are completed.

Reinforcements:

Review items from today's lesson (indefinite article + noun) through individual and choral repetition, questions and answers.

Summary:

1. How do we express the indefinite article in Spanish?
2. How is it different from the definite article?
3. What is meant by "gender"?
4. How can we use "Creacuentos" to write and illustrate stories?

Homework:

Write an original story. Make rough sketches of the illustrations on each page. Remember, your dictionary is a tremendous tool! Don't be afraid to use it to find words you don't know. Use the indefinite article whenever applicable.

Enrichment:

Make the writing of stories a class project that will be continued in subsequent lessons. Encourage students to be as imaginative as possible. Allow them to use as many pictures as they wish from the library contained in "Creacuentos." This is a wonderful way of enlarging vocabulary. Work with the students on their stories and help them to make corrections directly on the word processor. Publish the stories when they are finished. Display them on the class bulletin board, compile them into a book and share that book with other classes. Your students will be extemely proud of their efforts!

Topic 47: Uses of the Definite Article in Spanish (Creating Stories)

Aim: How does the correct use of the definite article (The), in Spanish, help us to write our stories?

Performance Objectives: Students will be able to:

- explain the concept of gender of nouns in Spanish
- group certain nouns by gender according to classifications, such as -a ending, -ión ending, etc.
- recognize and pronounce the four forms of the definite article: el, la, los, las
- correctly apply a form of the definite article to a group of nouns (listed under #1 - Development)
- identify situations in Spanish which require use of the definite article
- use the computer program "Creacuentos" to write and illustrate original stories using the definite article

Materials:

- Apple computer lab
- software: "Creacuentos" (Kidwriter) by Spinnaker Software Corp., Cambridge, Mass. (Spanish translation by Gessler)
- teacher-prepared posters displaying the vocabulary to be used in the lesson
- a sample story, complete with illustrations, to show students what the finished product will look like.

Motivation:

Show the illustrated story to the class. Inform the class that the story was written and illustrated using a computer program. The program makes it easy for them to write and illustrate their own stories. The program also makes it possible for them to print their stories, much like a professional publisher would. Allow students a few minutes to look at the story.

Development:

1. Display the posters that you have prepared to teach the vocabulary that you have selected from the list accompanying the program. The number of vocabulary words chosen is, of course, at the discretion of the teacher.

   * Note that the poster displaying each vocabulary word should have the word prominently displayed with its definite article: Some examples from the list that the teacher may want to use are:

   a. el niño
   b. la niña
   c. el perro
   d. el gato
   e. el pájaro
   f. la flor
   g. la nube
   h. el árbol
   i. la luna
   j. la casa
   k. el automóvil
   l. la bicicleta

2. Using these words in sentences, review the vocabulary items with the class. Have students repeat the nouns and the sentences, using a variety of techniques: choral, individual, and group repetition.

3. Stress the definite article in each vocabulary word. Ask students to note that some words are preceded by EL and others by LA. Explain to the class that this happens because in Spanish, nouns have gender (masculine/feminine). All masculine nouns use el (los in their plural form) and all feminine nouns use la (las in their plural form). Ask the class if they know of any rules that will make it easier to determine whether a noun is masculine or feminine. Students may determine that masculine nouns end in o and feminine nouns end in a. Explain that this is generally correct, But there are exceptions to the rule (el agua, el mapa). There are also many nouns ending in consonants or other vowels (e). Tell the class that gender and the use of the definite article will become automatic with use.

4. Review each of the new vocabulary words, changing them to the plural.
   For example: el niño - los niños
   la niña - las niñas

5. Review situations where the definite article must be used:
   before days of the week
   to express "on"
   before names of languages and school subjects (except after hablar, optional after estudiar)
   before titles (except in direct address)
   before certain geographic names.

6. Have students load "Creacuentos" which is a self-booting disk. Students should be made familiar with all functions of the program BEFORE they begin working. This will make it easier for them to work with the word processor and avoid frustration. It is strongly recommended that the teacher place all the directions IN ENGLISH on a piece of oak tag and have it prominently displayed for easy reference.

7. The first screen to appear contains the following legend:
   ¿Cuáles de las siguientes quieres hacer? - Which of the following do you wish to do?
   Pulsa una de las teclas. Press one of the keys.
   H. Hacer un cuento ilustrado. - Write an illustrated story.
   C. Cargar un cuento ilustrado viejo. - Load an old story.
   D. Directorios de cuentos ilustrados.- Directory of stories.
   P. Parar para ahora.- Stop for now.

   Have students choose option H. The following will now appear on the screen. Ahora comienza a dibujar tu cuadro. Now begin to draw your illustrated story.
   ¡Será muy fácil hacerlo! - It is very easy to do!
   Sólo tienes que prestar atención a las instrucciones al pie de la pantalla.
   All you have to do is follow the directions at the foot of the screen.
   Pulsa cualquier tecla para continuar. - Press any key to continue.

8. Pressing any key, brings a new screen with a numbered picture appearing on the lower left hand portion of the screen and the following new directions:
   Teclas con flecha mueven. - Keys with arrows move.
   Pulsa una de las teclas. - Press one of the keys.
   C. Cambiar de escena. - Change the background.

P. Ver el proximo objeto. - See the next object.
V. Ver el último objeto. - See the previous object.
E. Escoger este objeto. - Choose this object.
B. Borrar esta ilustración. - Erase this picture.
H. Hecho, escribir el cuento. - Done, write the story.
Instruct students to choose the object that they want by pressing E.

9. The figure now appears on the upper part of the screen, the following options also appear:
C. Cambiar de color. - changes the color.
T. Cambiar de tamaño. - changes size of the object.
P. Pasar al próximo objeto. - Go to the next object.
B. Borrar esta ilustración. - Erase this picture.
H. Hecho, escribir el cuento. - Done, write the story.

Students may use any of the options to help them draw the picture they want. Teacher may limit the students to the specific objects studied during the lesson. When students have the picture they wish to use, instruct them to press H. The following will now appear.
¡Ahora puedes escribir tu cuento! - Now you can write your story!
¡Será muy fácil hacerlo! - It will be very easy to do!
¡Escríbelo como quieras! - Write it any way you want!

The picture appears on top of the screen - Students write on the bottom.

* The following are important aspects of this word processing program. The program has no accents incorporated into it. (No tildes, inverted question marks or inverted exclamation points)
The arrow keys move cursor up, down and to either side.
In order to erase a misspelled word you must press delete directly over the letter to be erased. There is no way for the teacher to tell if the students wrote anything unless program is saved.

10. Students will be asked to press * when they are finished. The program will ask them if they want to save what they have written:
¿Quieres guardar tu cuento ilustrado? - Do you want to save your story?
Pulsa (S) para Sí o (N) para No. - Press S for Yes or N for No.
Students should press S - The program will ask: Ahora nombra tu cuento ilustrado - Now name your story. ¡Acuérdate! Debe ser un nombre de no más de 12 letras - Remember! It cannot be more than 12 letters long. Escríbelo ahora y después pulsa Return. - Write it now and then press Return.

Students will be asked if they are sure, (S) for yes and (N) for No. The computer then saves the picture and story.

11. This procedure may be repeated if other pages are desired:

12. Allow students to familiarize themselves with the program and write at least one page of their story. Be sure to have them save it! Allow 20-25 minutes for this portion of the lesson.

13. Stories should be printed when they are completed.

Reinforcement:

Review items from today's lesson (definite article + noun) through individual and choral repetition, questions and answers.

Summary:

1. How do we express the definite article in Spanish?
2. When is it used?
3. What is meant by gender?
4. How can we use "Creacuentos" to write and illustrate stories?

Homework:

Finish writing your story. Make rough sketches of the illustrations on each page. Remember, your dictionary is a tremendous tool! Don't be afraid to use it to find words you don't know.

Enrichment:

Make the writing of stories a class project that will be continued in subsequent lessons. Encourage students to be as imaginative as possible. Allow them to use as many pictures as they wish from the library contained in "Creacuentos." This is a wonderful way of enlarging vocabulary. Work with the students on their stories and help them to make corrections directly on the word processor. Publish the stories when they are finished. Display them on the class bulletin board, compile them into a book and share that book with other classes. Your students will be extremely proud of their efforts!

Topic 48: Contractions of the Article *EL*; the Personal *A*

Aim: How do we form the contractions of AL and DEL?
What is the personal A?

Performance Objectives: Students will be able to:

- explain the contractions AL and DEL and the personal A
- construct the contractions of AL and DEL
- use the contractions AL and DEL properly in Spanish sentences
- use the personal A properly in a sentence

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized I" (side 2) by Lingo Fun Inc.
- teacher-prepared transparency with list of verbs to be studied
- overhead projector

Motivation:

- Review the meaning of the word "contraction".
  a. Do we use contractions in English?
  b. List some common contractions in English.
  c. What purpose does a contraction serve?
- Inform the class that contractions exist in Spanish.
  Today we will study the formation and uses of the contractions AL and DEL.
  We will also study the use of the personal A.

Development:

1. Use the overhead projector to display the following transparency:
   Students will use this as a guide throughout the remainder of the lesson.
   a. Vamos a la escuela.
      Vamos al mercado
   * Note that the preposition A contracts only with EL. A+EL = AL

   b. El libro es de la profesora.
      El libro es del profesor. (show ownership)
   * Note that the preposition DE contracts only with EL. DE+EL = DEL

2. Display the following sentences on the overhead transparency to show the use of the personal a
   a. Miro la película. _____ Miro a Luis.
   b. Veo el carro. _____ Veo a la niña.
   The preposition a is required before the direct object of a verb if the direct object has one or more definitives. This is known as the personal A and has no translation in English.

3. Practice these two simple, essential, concepts with the class until you are satisfied that mastery of the concept and use has been reached.

4. Have class insert "Spanish Grammar Computerized I", side 2 into drive A and turn on computer and monitor. The disk is self-booting.

5. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   RETURN - selects the lesson

? explains the function of each key
Have students select "Articles, Contractions, The Personal A". A new menu appears giving students the following options:

* Practice
* Review
* Return to main menu
* Instructions

Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used through the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, teacher can place directions on the board.
Have students select "Review" and go over the uses of the contractios AL and DEL and the personal A. Students are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The students receives a numerical score at the end of each exercise. Have students complete the exercises dealing with the contractions AL and DEL and the use of the personal a. Remind students to record each score and repeat the segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Students should answer the following questions on the word processor:

1. ¿Cuándo visita usted al dentista?
2. ¿A quién admira usted más?
3. ¿Escucha usted al maestro siempre?
4. ¿Quién enseña a los alumnos?
5. ¿Responde usted a las preguntas correctamente?

Reinforcement:

Use substitution drills, to review contractions.

Es el libro de _____.	Example:	
	la profesora	
	el alumno	
	los muchachos	
	el señor Smith	

Summary:

1. What is the meaning of "contraction"?
2. Do we make a contraction each time we have the prepositions A and DE + the article EL? Explain.
3. Do we translate the personal a into English?
4. Why do we call this a personal?
5. When is it used?

Homework: Worksheet

La Tarea

Use the expressions a, al, a la, a los, a las, del, de los, de las, to correctly complete the following sentences:

1. Voy _____ fiesta mañana.
2. Los domingos voy _____ estadio.
3. El hotel está cerca _____ restaurante.
4. Veo _____ Luisa los sábados.
5. Hay una estatua en frente _____ plaza.
6. Hay un parque cerca _____ museo.
7. Vamos _____ parque esta tarde.
8. No voy _____ clase esta noche.
9. El hotel está cerca _____ ciudad.
10. El aeropuerto está lejos _____ hotel.
11. Me gusta el concierto _____ director.
12. Voy _____ teatro en taxi.

Rewrite the sentence, substituting the words in parentheses for the underlined expression:

LOS CARROS SON DE LA ESCUELA.

13. (chico) _____
14. (amigos) _____
15. (primo) _____
16. (prima) _____
17. (padre) _____
18. (tías) _____
19. (abuelo) _____
20. (sobrino) _____

Write 10 original sentences using the contractions al and del and the personal "a".

Topic 49: Negative Words

Aim: Which words are used, in Spanish, to express the negative?

Performance Objectives: Students will be able to:

- identify and pronounce negative words in Spanish
- form sentences using negative words in meaningful context
- explain the two patterns that are used when forming negative sentences

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized II," side 1, by Lingo Fun Inc.
- overhead projector
- transparencies showing negative words with their corresponding affirmatives

Motivation:

Ask students to help compile a list, in English, of words that are frequently used as negatives. Responses should be: nothing, no one, neither...nor, never, etc. In today's lesson we will consider negative words in Spanish.

Development:

1. After using the words below in sentences and having students repeat them, discuss with the class the importance of negative words or expressions in a sentence. In Spanish, as in English, there are a variety of words that are negative. Use the overhead projector:

Negative Words	Corresponding Affirmatives
nada (nothing)	algo (something)
nadie (no one)	alguien (someone)
ni....ni (neither....nor)	o....o (either....or)
nunca (never)	siempre (always)
tampoco (neither)	también (also)
ninguno (not one)	alguno (some, any)

2. Sentences using negatives can follow either of two patterns:
   a) negative word + verb (Nadie entra.)
   b) no + verb + negative word (No entra nadie.)
   Using one pattern, have the class form original, oral sentences using the other negative pattern.

3. Discuss with the class the following special cases:
   a) the personal a is used with nadie, alguien, ninguno
   b) there can be more than one negative word in the same sentence
   c) sino is used instead of pero; it contradicts the negative and means "but rather"
   d) jamás means never
   Practice sentences with the class through repetition and individual and substitution drills.

4. Have class insert "Spanish Grammar Computerized II," side 1, into drive A. The disk is self-booting.

5. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the function of each key

   Have students select "Negative Words." A new menu will appear giving students the following options:

   - Practice
   - Review
   - Return to main menu
   - Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. As an added reminder, teacher can place directions on the board.

   Have students select "Review" and go over the uses of negative words. They are then to go to the "Practice" segment and choose the following exercises:
   - Translating English Negatives
   - Spanish Affirmative to Negative and Vice-Versa
   - Answering with Negatives

   The student receives a numerical score at the end of each exercise. Have students do these three exercises as time and availability of the computer room allows. Ask students to record each score and repeat segment if a low score is received. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Dictate and have students type into the word processor sentences such as:
Nunca trabaja.
No tengo ningún dinero.

Students should then write the sentence in its other form:
No trabaja nunca.
Ningún dinero tengo.
One student can do the work at the board to facilitate correction.

Reinforcement:

Using the transparency and questions and answers, review the formation of negative sentences.

Summary:

1. What are some common negative words in Spanish?
2. Explain how we form sentences using negative words
3. What are the two patterns that are used when forming negative sentences?

Homework:

1. Change each of the following sentences to the negative:
   a) Siempre me levanto a las cinco.
   b) Alguien vino a mi casa ayer.
   c) Siempre como algo después de las clases.
   d) María come algo también.

2. Create three sentences using more than one negative word in each sentence.

3. What are the two sentence patterns used for negative sentences? Give two examples of each one.

Enrichment:

Have students create sentences using the personal a, sino and no más. Inform them to be prepared to share their sentences orally with their classmates.

Topic 50: Interrogative Words

Aim: How are common interrogative words used in Spanish?

Performance Objectives: Students will be able to:

- identify and define common interrogative words in Spanish
- use these words to form questions orally and in writing
- correctly use accents and question marks in written questions
- distinguish between: adonde? and donde? and que? and cual?

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized II" by Lingo Fun, Inc. (side 1)
- a newspaper article describing a recent newsworthy event.

Motivation:

- Read the article aloud to the class. Ask students to think about the questions that were answered in the article: Who? What? Where? When? How? and Why? Reporters are taught to answer these questions whenever they write an article.
- Today we will learn how to use interrogatives in Spanish.

Development:

1. Introduce the following interrogative words, in Spanish.
   a. ¿qué? - what?
   b. ¿por qué? - why?
   c. ¿quién? (¿quiénes?) - who, whom?
   d. ¿cuándo? - when?
   e. ¿dónde? - where?
   f. ¿adónde? - where? (used to show movement towards something, used with verbs of movement)
   g. ¿cuál (es)? - which one(s)?, what (when choosing from a variety of choices
   h. ¿cuánto (a, os, as)? - how much, many?
   i. ¿cómo? - how?

2. Familiarize students with the uses of the interrogative words, through the use of the newspaper article. For example: ¿Dónde tuvo lugar el hecho? - Have students give the location, in English

3. Have students ask and answer simple questions about themselves.
   Examples: ¿Dónde vives?
   ¿Cuáles son tus amigos?
   ¿Por qué te gusta estudiar?

4. Review with the class rules pertaining to interrogatives:
   a. All interrogatives have accent marks.
   b. All interrogative words are preceded by an inverted question mark.
   c. Cual and quien - have plural forms, cuanto - has a feminine form as well as plural forms to agree with the noun(s) they modify.

5. Have class insert "Spanish Grammar Computerized II", side 1 into drive A The disk is self-booting.

6. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? explains the function of each key
   Have students select "Interrogative Words." A new menu appears giving students the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions
   Students should always begin the computer portion of the exercise by choosing "Instructions". This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program.

7. Have students select "Review" and go over the formation and uses of interrogative words. They are then to go to the "Practice" segment, which consists of one multiple choice exercise and two type-in exercises. A numerical score is given at the end of each exercise. Have students do as many of the exercises as possible. Ask students to record each score, and repeat segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Dictate five questions to the class. One student can write them on the board. Have students answer the questions and print the page, if possible. Work can be corrected at the board and on the hard copy by students. (Or students can volunteer changes to be made at the board.)

Reinforcement:

Review the interrogative words learned today through repetition and substitution drills, question and answer. Example: ¿Qué haces? ¿Por qué haces eso? ¿Quién hace la tarea? ¿Cuándo hace la tarea? etc.

Summary:

1. What common interrogative words in Spanish would a news reporter need to know?
2. What kind of punctuation mark precedes an interrogative word?
3. What are the differences between: ¿adónde? and ¿dónde? and ¿qué? and ¿cuál?

Homework:

Pretend you are a reporter assigned to write a brief article describing a recent school event. Using the interrogative words you have learned, make a list of questions you will seek answers for. The article can be written as a subsequent assignment or as enrichment (see below).

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Using your list of questions as a basis, write your newspaper article directly into the word processor. The teacher can help students to make corrections as they are working. Print out the articles and publish the best in the class newspaper.

Topic 51: *POR* and *PARA*

Aim: How do we differentiate among the many uses of por and para?

Performance Objectives: Students will be able to:

- identify and explain the different uses of por
- identify and explain the different uses of para
- use the appropriate preposition in sentences requiring por or para

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized II," side 2 by Lingo Fun Inc.
- poster board with uses of por and para

Motivation:

Initiate a discussion with the class about the use of prepositions in language. The incorrect preposition can change the meaning of an entire sentence. Today we will study two prepositions, in Spanish, frequently confused by English speakers. We will compare them, study the diverse uses of each, and practice making distinctions between them.

Development:

1. Ask the class to consider the following sets of sentences:
   1 a) Salgo para México - specific destination
   1 b) Viaje por México - vague movement

   2 a) Compro el regalo para mí - intended for me
   2 b) Compro el regalo por mí - bought on my behalf

   Inform the class that generally, the preposition POR is used to indicate vague movement or time frame, whereas the preposition PARA indicates specific movement or time frame.

2. With the help of the class, compile the following list showing the different uses of POR and PARA and place it on a poster that can be prominently displayed.

USES OF POR

Por can mean the following: through, around, by, along, for, and is used in the following situations:

1) Express cause or motive
   Florida es famosa por sus playas.
2) Express in exchange for
   Pagué $15 por este libro.
3) Express a period of time
   Trabajo 5 días por la semana.
4) Express "by" after a passive voice
   El libro fué escrito por Miguel de Unamuno.
5) The object of an errand
   Llamé a mi hermano por ayuda.
6) To express "for" or "to" after strong feeling or desire
   Tengo mucho interés por el tenis.

USES OF PARA

Para is used in the following situations:

1) "In order to" before an infinitive
   Vamos a la playa para nadar.
2) To mean "for" in comparison
   Es alto para su edad.

3. Familiarize students with the uses of POR and PARA by asking them to form original, oral sentences using each one. Tell students that if they keep the guidelines in mind, they should have no problem differentiating between the two prepositions and they will quickly become automatic.

4. Have class insert "Spanish Grammar Computerized II", side 2 into drive A and turn on the computer.

5. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? explains the function of each key

   Have students select "Por and Para." A new menu appears giving students the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, teacher can place directions on the board.

   Have students select "Review" and go over the uses of Por and Para. They are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have students do as many of the exercises as time and availibility of the computer lab allows. Ask students to record each score and repeat segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Have students type into the word processor, sentences that you dictate using por or para. Next to the sentences they should write why por or para was used.

Reinforcement:

Using the "Uses" chart, elicit original sentences in Spanish from students for each use.

Summary:

1. What are the uses of Por?
2. What are the uses of Para?
3. Is there a general rule to help us differentiate between them? Explain.

Homework:

Prepare a rexographed sheet with sentences requiring either POR or PARA. Ask students to fill in the blank with the appropriate preposition, using contextual clues and the guidelines discussed in class.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Write a composition, using the prepositions POR and PARA. Use each one at least 4 times. Ask students to enter their compositions into the word processor. The teacher can give valuable assistance to the students by showing them how to make corrections, edit, delete mistskes, insert letters, even move entire paragraphs directly on the word processor.

Topic 52: Adjectives

Aim: How does the creative use of adjectives, in Spanish, help us to better illustrate our stories?

Performance Objectives: Students will be able to:

- identify adjectives in a sentence
- explain how adjectives must agree in number and gender with the noun they modify
- express simple sentences using adjectives which agree with the noun they modify, orally and in writing
- use the program "Creacuentos" (Kidwriter) to write and illustrate original stories, using adjectives in the proper form.

Materials:

- Apple computer lab
- software: "Creacuentos" (Kidwriter) by Spinnaker Software Corp., Cambridge, Mass. (Spanish translation by Gessler)
- teacher-prepared posters displaying adjectives to be used in the lesson
- a sample story, complete with illustrations to show students what the finished product will look like

Motivation:

Show the illustrated story to the class. Elicit from students that adjectives help to make sentences clearer, more interesting and more colorful. Make a list, with the help of the students, of some common adjectives. Adjectives help to bring a story to life. Have students look over the story and point out the words that help to describe the people in the story. Tell the students that they will learn to make their stories more interesting through the use of adjectives.

Development:

1. Use the posters that you have prepared to teach the adjectives that you have selected. Use the nouns found in "Creacuentos" to help the students better understand the adjectives. Each noun should be accompanied by an adjective. Note that the poster should have the adjective prominently displayed. Some examples, using the adjectives and nouns from "Creacuentos" are:
   a. el perro grande
   b. la nube blanca
   c. un árbol pequeño
   d. la gata pequeña
   e. un edificio moderno
   f. la niña corta
   g. unos niños altos
   h. el niño corto
   i. una iglesia vieja
   j. un camion rojo
   k. una bicicleta nueva
   l. una casa grande

2. Go over vocabulary items with the class, using them in sentences. Have students repeat the sentences using a variety of techniques: choral, individual and group repetition. Example: Yo vivo en una casa grande. El domingo vamos a una iglesia vieja.

3. Stress the adjective in each sentence. Ask students to consider the following points: What does the adjective do for the noun it is modifying? How does the adjective change in number and gender to agree with the noun it is modifying? (Note phrases c and d.)

4. Review each of the new vocabulary words, forming them in the plural. For example: un pájaro - unos pájaros
   una iglesia - unas iglesias

5. Have students load "Creacuentos" into the computer. The disk is self booting.

6. Students should be made familiar with all functions of the program before they begin working. This will make it easier for them to work with the word processor and avoid frustration. It is strongly recommended that the teacher place all the directions IN ENGLISH on a piece of oak tag and have it prominently displayed for easy reference.

7. The first screen to appear contains the following legend:
   ¿Cuáles de las siguientes quieres hacer? - Which of the following do you wish to do? Pulsa una de las teclas. - Press one of the keys.
   H. Hacer un cuento ilustrado.- Write an illustrated story.
   C. Cargar un cuento ilustrado viejo. - Load an old story.
   D. Directorios de cuentos ilustrados.- Directory of stories
   P. Parar para ahora.- Stop for now.

   Have students choose option H. The following will now appear on the screen. Ahora comienza a dibujar tu cuadro. Now begin to draw your illustrated story.
   ¡Será muy fácil hacerlo! - It is very easy to do!
   Sólo tienes que prestar atención a las instrucciones al pie de la pantalla. - All you have to do is follow the directions at the foot of the screen.
   Pulsa cualquiera tecla para continuar. - Press any key to continue.

8. Pressing any key brings a new screen with a numbered picture appearing on the lower left hand portion of the screen and the following new directions: Teclas con flecha mueven.- Keys with arrows move.
   Pulsa una de las teclas. - Press one of the keys.
   C. Cambiar de escena.- Change the background.
   P. Ver el próximo objeto.- See the next object.
   V. Ver el último objeto.- See the previous object.
   E. Escoger este objeto.- Choose this object.
   B. Borrar esta ilustración.- Erase this picture.
   H. Hecho, escribir el cuento.- Done, write the story.
   Instruct students to choose the object that they want by pressing E.

9. The figure now appears on the upper part of the screen. The following options also appear:
   C. Cambiar de color.- Changes the color.
   T. Cambiar de tamaño.- Changes size of the object.
   P. Pasar al próximo objeto.- Go to the next object.
   B. Borrar esta ilustración.- Erase this picture.
   H. Hecho, escribir el cuento.- Done, write the story.
   Students may use any of the options to help them draw the picture they want. Teacher may wish, for purposes of familiarizing students with the word processor, to have students illustrate a directed composition. Original stories can be written as part of the homework assignment and entered during subsequent lessons. The following will now appear.
   ¡Ahora puedes escribir tu cuento! - Now you can write your story!

¡Será muy fácil hacerlo! - It will be very easy to do!
¡Escríbelo como quieras! - Write it any way you want!
The picture appears on top of the screen.- Students write on the bottom.
The following are important aspects of this word processing program.
The program has no accents incorporated into it. (No tildes, inverted question marks or inverted exclamation points)
The arrow keys move cursor up, down and to either side.
In order to erase a misspelled word you must press delete directly over the letter to be erased. There is no way for the teacher to tell if the students wrote anything unless program is saved.

10. Students will be asked to press * when they are finished. The program will ask them if they want to save what they have written:
¿Quieres guardar tu cuento ilustrado? -- Do you want to save your story?
Pulsa S para Sí o N para No. -- Press S for Yes and N for No.
Students should press S - The program will ask:
Ahora nombra tu cuento ilustrado - Now name your story
¡Acuérdate! Debe ser un nombre de no más de 12 letras
Remember! It cannot be more than 12 letters long.
Escríbelo ahora y después pulsa Return.
Write it now and then press Return.
Students will be asked if they are sure, (S) for yes and (N) for No.
The computer then saves the picture and story.

11. This procedure may be repeated if other pages are desired.

12. Allow students to familiarize themselves with the program and write at least one page of their story. Be sure to have them save it! Allow 20 25 minutes for this portion of the lesson.

13. Stories should be printed when they are completed.

Reinforcement:

Review the nouns and accompanying adjectives from today's lesson through individual and choral repetition, questions and answers

Summary:

1. How do adjectives help make our stories more interesting?
2. What do we mean by "agreement"?
3. How do adjectives agree with the noun they modify?

Homework:

1. See attached.

2. Write an original story. Make rough sketches of the illustrations on each page. Remember, your dictionary is a tremendous tool! Don't be afraid to use it to find words you don't know. Use adjectives whenever possible to make your stories come alive!

Enrichment:

Make the writing of stories a class project that will be continued in subsequent lessons. Encourage students to be as imaginative as possible. Allow them to use as many pictures as they wish from the library contained in "Creacuentos" and use as many adjectives as possible to illustrate their stories. Work with the students and help them to make corrections directly on the word processor. Publish the stories when they are finished. Display them on the class bulletin board, or compile them into a book and share that book with other classes. Your students will be proud of their efforts!

La Tarea

A. Change to the feminine:

1. un ciudadano sincero - _____ ciudadana _____
2. el nieto favorito - _____ nieta _____
3. el actor famoso - _____ actria _____
4. un americano contento - _____ americana _____
5. el muchacho alegre - _____ muchacha _____

B. Change to the masculine:

1. la alumna ausente - _____ alumno _____
2. una chica morena - _____ chico _____
3. la señora española - _____ señor _____
4. la esposa diligente - _____ espoeo _____
5. una mexicana vieja - _____ mexicano _____

C. Change to the plural:

1. un hombre libre
2. la rosa blanca
3. una blusa verde
4. una mujer inglesa
5. el libro difícil

D. Translate:

1. a pretty girl
2. the yellow flower
3. a big house
4. the modern building
5. a new bicycle

Topic 53: Comparison of Adjectives

Aim: How are comparatives formed in Spanish?

Performance Objectives: Students will be able to:

- express the comparatives of equality and inequality in Spanish
- identify and correctly pronounce the irregular comparatives: mayor, menor, mejor, peor
- form simple sentences using comparatives

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized II," side one, by Lingo Fun Inc.

Motivation:

Ask three students to come to the front of the room and compare their heights. Use different sets of students to demonstrate how we can compare people and/or things using equality and inequality. Some examples:

Mary is as tall as John.
John is not as tall as Michael
Michael is taller than John and Mary.
Of these three students, Michael is the tallest.

Development:

1. Introduce the three forms of the comparative in Spanish:
   a. comparatives of equality: as.....as
      tan.....como (used with adjectives)
      ex: tan alta como

   b. comparatives of inequality: more, less.....than
      más.....que ex: más alto que
      menos.....que ex: menos gordo que

   c. superlatives: tall, taller, tallest
      ex: alto, más alto, el más alto

2. Using familiar advjectives, have students form sentences with mas, menos and tan.....que.

Ex: simpático	Pablo es _____.
alto	Alberto es tan _____ como Pablo.
pequeño	Esteban es más _____ que Pablo.
guapo	Miguel es menos _____ que Pablo.

3. When you are satisfied that the concepts have been understood by the class, review them by holding up pictures or comparing students or things in the classroom.

   Ex: Este pupitre es limpio.
   Ese es más limpio.
   Aquello es menos limpio.
   Mi pupitre est más limpio que el pupitre de Juan.

4. Illustrate the formation of irregular comparatives by first reviewing the adjectives: viejo, joven, bueno, malo. Explain that you may use

tan.....como and menos.....que with these adjectives, but it is preferable to use mayor (older), menor (younger), mejor (better), peor (worse) to the más.....que form.

5. Have class insert "Spanish Grammar Computerized II," side 1, into drive A and turn on computer and monitor. The disk is self-booting.

6. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the function of each key

   Have students select "Comparatives." A new menu appears giving students the following options:
   - Practice
   - Review
   - Return to main menu
   - Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program.

7. Have students select "Review" and go over the format and uses of comparatives. They should then go to the "Practice" segment, which consists of a variety of type-in exercises. NOTE: The exercise portion of the computer segment consists of six exercises. The teacher may wish to divide the computer portion of the lesson into two or three segments. Remind students that they can return to the review at any time by typing "*" and pressing RETURN.

Application of the Word Processor:

Choose two items and make a list of their qualities (adjectives) which will be compared. Students should type a short paragraph on the word processor.

Reinforcement:

Use the sentences from #2 (or similar ones) as the basis for repetition and/or substitution drills.

Summary:

1. How are comparatives of equality formed in Spanish?
2. How are comparatives of inequality formed in Spanish?
3. What are some common irregular comparatives in Spanish?

Homework:

Write a short paragraph about the members of your family. Use all the comparative you have just learned. Be prepared to share your paragraph with the class through oral presentation. Be adventurous! Don't be afraid to use your bilingual dictionary to find words you don't know.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

Transfer the paragraphs to the word processor. This can be used as an opportunity to help students correct their efforts. Corrections can be made directly on the word processor. Paragraphs can be printed out and displayed on the class bulletin board and saved to be used in an ongoing exercise that will result in the student's autobiography.

Topic 54: Comparison of Adjectives with *DE* and *QUE*

Aime: How do we make comparisons using DE and QUE?

Performance Objectives: Students will be able to:

- make comparisons using the phrase: más.....que
- make comparisons using: menos.....que
- recognize the four irregular comparatives
- differentiate between comparisons using más/menos.....que and those using más/menos.....de

Materials:

- Apple computer lab
- software: "Spanish Grammar III" by Intellectual Software
- class set of a rexographed sheet containing the "Lectura"

Motivation:

Ask several students to compare items in the classroom with reference to size, weight, color, etc. Elicit from the students the fact that we constantly compare people and things to one another. In today's lesson, we will learn how comparatives are formed in Spanish.

Development:

1. Distribute copies of the following Lectura to each student:

   En este salón de clase hay muchos estudiantes. Algunos son mas altos que otros. Pedro es más alto que María. Algunos son más delgados que otros. Carmen es más delgada que Francisco. Algunos son más bajos que otros. María es más baja que José. Nadie es mayor que el maestro. Nadie tiene mas de 20 años. Nadie tiene menos de 5 años.

   Read the passage aloud with the class, eliciting a brief translation, showing the students how the words más or menos, followed by an adjective and the words que or de, will form the comparative in Spanish.

   Ask the students to find phrases in the Lectura that contain más/menos....que or más/menos.....de. Encourage the students to practice these structures by comparing their classmates and some classroom objects. Elicit from the class that de is used when comparing numbers, although in negative sentences the word que is used. Place the following sentences on the board and ask students to write que or de in the blanks:

   Tengo más ____ diez dolares en mi bolsillo.
   No hay más ____ treinta estudiantes en el cuarto.
   Hay menos ____ treinta estudiantes en este cuarto.

2. Using subsitution drills, such as:
   El libro es mejor que la película.
   peor
   Pedro es mayor que su hermano.
   menor
   introduce the irregular comparatives to the class. Explain that irregular comparatives also exist in English. The Spanish forms are:

bueno (good)	mejor (better)	
malo (bad)	peor (worse)	
grande (large/old)	mayor (older, age)	más grande (larger, size)
pequeño(small/	menor (younger, age)	más pequeño (smaller, size)

Ask students to look through the "Lectura" to find an example of an irregular comparative. Ask them to make up original sentences for oral presentation to the class of these irregular comparatives. Ask them to look at the comparatives carefully. Do they see examples of irregular comparatives in English?

3. When students load disk A of "Spanish Grammar III" into the disk drive, the main menu appears. Direct students to choose option L30, "Comparatives."

   An introductory screen appears, giving students a review of the topic to be covered. The review is in English. Instruct students to spend an appropriate period of time studying it. The review is followed by a variety of type-in and multiple-choice exercises, giving the student an opportunity to practice the material already covered. The program praises the student, in English, for a correct answer and supplies the answer if an incorrect response is given. The student receives a numerical score at the end of the computer module. Instruct students to note their scores and repeat the lesson if a low score has been earned.

4. Allow 15-20 minutes for students to complete this activity.

Application of the Word Processor:

Write 4-5 sentences on the board, such as:

Este jardín es más hermoso que el otro.
El tiene más de diez pesos.

Have students write other comparisons using these as models and share them with the class.

Reinforcement:

Use the Lectura as a basis for repetition and substitution drills, and for questions and answers in Spanish.

Summary:

1. Compare two people or items using the phrase más.....que.
2. Compare two people or items using the phrase menos.....que.
3. What are the four irregular comparatives?
4. When do we use comparisons using más/menos....que and those using más/menos....de?

Homework:

1. Write five sentences comparing yourself to members of your family or members of the class. Answer questions such as:
   Who is taller? Who is shorter/slimmer/older?

2. An appropriate assignment in the student text.

Enrichment:

Ask the students to bring a pair of things such as two pencils, pens or toys. They should be able to compare the two things with regard to size, shape, cost, color, etc., using the comparative phrases learned in the lesson.

Topic 55: Possessive Adjectives

Aim: What words can we use to show ownership in Spanish?

Performance Objectives: Students will be able to:

- differentiate between subject pronouns and possessive adjectives
- explain the concept of agreement of the possessive adjective with the noun it modifies
- speak about their belongings (using possessive adjectives and a noun) in meaningful context
- answer questions about ownership

Materials:

- Apple computer lab
- software: "El Mundo Hispánico" by D.C. Heath and Co. disks 1 and 3
- grab bag containing the following objects: pens, pencils, erasers, notebooks, paperback books
- objects from other subject classes: maps, rulers etc.

Motivation:

Teacher takes items out of the grab bag and asks students to identify them. (Vocabulary has been taught previously.) The students are then asked if they have similar items in their bookbags. The students are then asked to give a list, in English, of words that show ownership. Compile a list and place it on the board: my notebook, your pen, his book, our class, their teacher. When these are made plural (in English), which word changes: the possessive adjective or the noun it modifies?

Development:

1. First the teacher demonstrates by taking items from the grab bag. Es mi libro (pluma, lápiz, borrador, etc.) The teacher then circulates, picking similiar items from student desks and asking, ¿Es tu pluma? (lápiz, libro....) The students are encouraged to reply using the same sentence structure as the teacher's model sentences.

2. Teacher and students compile the following chart of possessive adjectives:

	Singular	Plural
my friend	mi amigo, amiga	mis amigos, amigas
your	tu	tus
his, her, your	su	sus
our	nuestro (a)	nuestros (as)
their	su	sus

Explain that in Spanish, both the possessive adjective and the noun it modifies are made plural, unlike English. (See motivation.)
Ensure that the class understands that the possessive adjectives do not agree with the subject; rather they agree with the noun they modify. Some examples are: Mi pluma - one pen
Nuestra pluma - still only one pen, therefore the possessive adjective remains singular.

3. Have students ask each other questions dealing with possession and answer using possessive adjectives: Example: María, ¿es tu cuaderno?
Sí, es mi cuaderno.
Antonio, ¿es tu lapiz?

Antonio points to another student and responds: No, es su lápiz.

4. Place the following exercise on the board and instruct students to fill in blanks with the correct form of the possessive:

Las Vacaciones

1a. Viajo con _____ familia
(my)

1b. Yo visito a _____ primos.
(my)

2a. Miguel viaja con _____ hermanas.
(his)

2b. El visita a _____ amigo
(his)

3a. Luisa y yo viajamos con_____ amigos.
(our)

3b. Nosotros visitamos a _____ abuelos.
(our)

4a. Tú viajas con_____ papá.
(your)

4b. Visitas a_____ abuelos
(your)

5a. Janet y Sonia viajan con _____ amigos.
(their)

5b. Visitan a _____ tía.
(their)

6a. Usted viaja con_____ esposo.
(your)

6b. Visita a_____ padres.
(your)

7a. Ustedes viajan con_____ nietos.
(your)

7b. Visitan a _____ hijo.
(your)

5. Direct students to insert disk 1 into drive A and turn on the power. The disk is self-loading.

6. Students should be familiar with computer responses given through the program: Sí, ¡está bien! - for a correct response
No, ¡inténtalo otra vez! - the first time an incorrect answer is given.
No, ¡mira bien otra vez! - appears for an incorrect second response, after which the correct answer appears on the screen.
No, la respuesta es _____ appears for the third incorrect response.

7. When the menu appears, instruct class to choose option 6, "Additional Practice". The student will be instructed to remove disk 1 and load disk 3. When the new menu appears, students are to select option 3, "Activities". They are to go to "Venezuela" and choose option #2 "Possessive adjectives." This is a slot-drill exercise in which the student is asked to choose the possessive adjective which best completes the answer to the question.
For example: Question:

¿Son de España tus hermanos? Answer: Sí, _____ hermanos son de España. The student waits until the answer is displayed and then presses

the space bar. Allow students 15-20 minutes to complete the exercise. The students can get help from the computer by pressing ? and the shift key simultaneously

Application of the word processor:

Have students enter into the word processor:
Es el libro de Juan - Es su libro
Es el lápiz de nuestra profesora - Es su libro
Es el lápiz de mi madre - Es su libro
and then make up as many similar sentences as possible that would become "Es su libro" if a possessive adjective were to be used.

Reinforcement:

Move a prop (book, piece of fruit, etc.) around the room, eliciting from students. Es mi libro
Es tu libro
Es su libro, etc
Es su libro? No, es mi libro.

Homework:

The students will prepare 6-7 original sentences showing possession through the use of possessive adjectives. Encourage the students to use as many different vocabulary words as possible in their sentences.

Enrichment:

El Robo

Instructions: On Monday night a robber took several items from houses in a New York City neighborhood. When the thief was caught the following objects were recovered. Write a sentence, using a possessive adjective, for each item recovered.
Model: Miguel - Una television
"Es su television"

1. Srta Jimenez - una sarta de perlas
2. Luisa - un reloj
3. Jose y Carlota - tres libros
4. Yo - unas botas
5. Pepe y yo - una radio
6. Tú - una grabadora
7. Luisa y su hermana - unas fotos
8. Mamá - unas lámparas
9. Srta Jiménez - anillo de oro
10. Yo - pulsera de plata

Topic 56: Demonstrative Adjectives

Aim: How do we use demonstrative adjectives in Spanish?

Performance Objectives: Students will be able to:

- properly use the forms of demonstrative adjectives in meaningful context
- incorporate learned words describing articles of clothing into their active vocabulary.
- express their plans for the future, using forms of the verb ir + a

Materials:

- Apple computer lab
- software: "Un Día Típico" by D.C. Heath and Co., disks 1 and 3
- pictures of items of clothing as below (3 pictures of each item)

Vocabulary:

Review (with pictures) the following vocabulary words:

1. la ropa	2. la camisa
3. los calcetines	4. los pantalones
5. los zapatos	6. la chaqueta
7. la blusa	8. la falda
9. las botas	10. el suéter

Motivation:

Give one picture of an item to a student close to you, another to a student further away; the third to a student even further away,
Me gusta esta blusa.
No me gusta esa blusa.
No me gusta aquella blusa.
etc.
Elicit from students that demonstrative adjectives (este, ese, aquel) help us to locate items, at different distances, in relation to the speaker.

Development:

1. Orally review clothing vocabulary with the class. Go over the pronunciation of each word. Use repetition and substitution drills.

2. Practice the forms of PONERSE (see Reflexive Verbs) plus an article of clothing, e.g. Me pongo la ropa. Use the appropriate demonstrative adjectives from the chart below with this verb. Me pongo esta chaqueta. Demonstrate by using hand gestures and various items of clothing.

3. Orally review with students:
   Me gusta estos zapatos
   No me gusta esos zapatos
   No me gusta aquellos zapatos
   Me gusta esta camisa
   No me gusta esa camisa
   No me gusta aquella camisa
   Review all forms of este, ese and aquel orally. These may then be put on the board.

4. Review with students the rules for agreement in number and gender.

5. Review the use of ir + a + infinitive. This form expresses to be going to (do something). Ask: ¿Después de las clases que vas a hacer?
   Voy a ir de compras.
   Voy a estudiar.
   Voy a jugar al fútbol.

6. Direct the class to load disk one into drive A. The students should turn on the monitor and computer power. The disk is self-loading.

7. When the menu appears direct students to choose option 3, # 2 "Paco y Graciela se visten."

8. Allow the class 15-20 minutes to do the appropriate fill-in exercises on the disk. As the class is working the teacher should be circulating, helping, encouraging and answering questions. When a student gives an incorrect response, the screen will display:
   No, ¡inténtalo otra vez!
   If a second incorrect response is given, it displays:
   No, ¡mira bien otra vez!
   after which the correct response is flashed on the screen. The student gets a third chance, but if the response is again incorrect, the correct answer is given:
   No, la respuesta es _____.

9. Direct students to follow correct procedure for removal of disks and replacement in their protective covers. Instruct class to shut off power on computers and monitors.

Application on the word processor:

Create a short dialogue between two girls who are in a department store. They have different opinions on the items of clothing they see. Use demonstrative adjectives in your sentences.

Reinforcement:

Through substitution, pattern and repetition drills, review use of este, ese, aquel: ¿Te gusta esta blusa?
No, no me gusta esta blusa.
Me gusta aquella blusa.
Make sure students understand the differences between the three demonstrative adjectives.

Homework:

In each of the following sentences, use the correct demonstrative adjective:

1. Pablo puts on these pants.	Pablo se pone_____ pantalones.
2. I put on that jacket.	Yo me pongo _____ chaqueta.
3. Graciela puts on that skirt.	Graciela se pone _____ falda.
4. My mother puts on these shoes.	Mi mamá se pone _____ zapatos.
5. The girl put on that blouse.	La muchacha se pone _____ blusa.
6. The boy puts on those boots.	El muchacho se pone _____ botas.
7. I like that clothing.	Me gusta _____ ropa.

8. Pablo puts on this sweater.	Pablo se pone _____ suéter.
9. My sister puts on these socks.	Mi hermana se pone _____ calcinetes.
10. He likes that blue shirt.	Le gusta _____ camisa azul.

Enrichment:

1. Have students load the supplementary disk (disk 3) and practice using demonstrative adjectives, learn additional vocabulary words dealing with items of clothing, and practice using the reflexive verb ponerse (to put on clothing). This exercise is a slot-type drill.

2. Have pupils bring in pictures of different items of clothing, labeled in Spanish, for use in class as practice materials with demonstrative adjectives and the reflexive verb ponerse.

Topic 57: Possessive Pronouns

Aim: How are possessive pronouns formed in Spanish?

Performance Objectives: Students will be able to:

- identify, pronounce and define possessive pronouns in Spanish
- use the possessive pronoun correctly with reference to number and gender

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized II," side 1, by Lingo Fun Inc.
- grab bag full of objects to be distributed to students for use in the lesson (pens, pencils, paper, dictionaries, erasers)

Motivation:

- Remove the objects from the grab bag and distribute them to the class. Initiate a discussion with the class about ways in which possession can be shown. For example: Mary's pencil is blue and my pencil is yellow. Ask the class if there is a way in which the sentence can be changed to show possession without using the word pencil twice. Class should change the sentence to read: Mary's pencil is blue and mine is yellow. Mine, in this sentence, is used as a possessive pronoun.
- Make a list with the class of possessive pronouns, in English
- Elicit the aim of the lesson from the class: How are possessive pronouns formed in Spanish?

Development:

1. Have students make up short, original sentences using possessive pronouns. Ask students to share their sentences with their classmates through oral presentation.

2. Familiarize students with the uses of the possessive, in Spanish, through the use of the grab bag objects. Use the new forms in sentences, for example:
   a. Mi diccionario es pequeño, pero el tuyo es grande.
   b. Su tiza es blanca y la nuestra es roja
   c. Mis plumas son azules, pero las suyas son negras.

3. Elicit from the class the fact that the possessive pronoun is always preceded by a definite article. (The article reflects the nature of the noun, that is, masculine or feminine, singular or plural.)

4. Review with the class rules about agreement in number and gender. Ask students to show how these rules apply to possessive pronouns.

5. Introduce the forms of the possessive pronoun in Spanish:
   a. el mío - mine
   b. el tuyo - yours (singular familiar)
   c. el suyo - his, hers, yours (sing. formal), theirs, yours (plural formal)
   d. el nuestro - ours

6. Have class insert "Spanish Grammar Computerized II", side 1 into drive A and turn on computer and monitor. The disk is self booting.

7. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? explains the function of each key

   Have students select "Possessive Pronouns." A new menu appears giving students the following options:
   * Practice
   * Review
   * Return to main menu
   * Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions". This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, teacher can place directions on the board.

   Have students select "Review" and go over the formation and uses of possessive pronouns. They are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have students do as many of the exercises as time and availability of the computer lab allows. Ask students to record each score and repeat segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

9. Instruct students to remove the disks and return them to their protective covering. They are then to be sure to turn off the power on the computers and monitors.

Summary:

1. How are possessive pronouns formed in Spanish?
2. How do we determine number and gender of possessive pronouns?
3. How do we translate the following English sentences into Spanish, using what we have just learned?
   a. My house is red and yours is white.
   b. His grandmother is Mexican, mine is Colombian.
   c. Your (fam. sing.) jacket is warm, but mine is warmer.

Homework:

Write sentences to illustrate each form of possessive pronouns. Vary the sentences to show masculine, feminine, singular and plural. Be prepared to share your sentences with the class through oral presentation.

Enrichment:

FOR USE WITH THE WORD PROCESSOR

1. Write a dialogue in Spanish using possessive pronouns. Be sure to include all forms, as well as masculine, feminine, singular and plural.

2. Have students transfer their dialogues to the word processor. This is an excellent way of checking each students progress. Students can make all necessary corrections directly on the word processor and print their completed, corrected dialogues for display on the bulletin board.

Topic 58: Direct Object Pronouns

Aim: How do we use direct object pronouns in Spanish?

Performance Objectives: Students will be able to:

- identify the direct object pronoun when it is used in a sentence
- use direct object pronouns correctly in a sentence
- replace a direct object with its proper direct object pronoun in a sentence
- create original sentences, using direct object pronouns, for oral presentation to the class

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized I" side 2 by Lingo Fun Inc.
- teacher-prepared transparency
- Overhead projector

Motivation:

Write the following sentences on the board:

a. Leo el libro. _____ Lo leo.
b. Escribo la carta. _____ La escribo.
c. Cerramos la puerta. _____ La cerramos.

Ask students:
What do you notice in these three sentences?
Elicit from the students that we are replacing nouns with pronouns. In this case, they are direct object pronouns. Where have they been placed?

Development:

1. Use the overhead projector to display the following transparency:
   Students will use this as a guide throughout the remainder of the lesson.

Me	He knows me
Te	
Lo, la	Conoce
Nos	
Los, las	

2. Review with students the pronunciation of the sentences, then elicit the translation. Use other sentences which stress replacement of the noun, such as: Entiendo el español - Lo entiendo
   Juan tiene el lápiz - Lo tiene
   El muchacho cierra la ventana - El muchacho la cierra
   Remind students that pronouns replace nouns and must keep the same number and gender of the nouns they replace.

3. Until the use of the direct object pronoun becomes automatic, remind students to follow these simple steps:
   a. Identify the direct object of the sentence.
   b. Use the appropriate pronoun to replace the noun.
   c. Place pronoun in the correct position in the sentence.
   Provide many sentences for them to use as examples.

4. Review each of the following points with the class, using illustrations:
   a. The direct object pronoun is usually attached to the infinitive.
   Example: Voy a cerrarla (la puerta).
   b. In a command, object pronouns are attached to the end of the verb:
   Example: Devuélvalo (el libro).

5. Have class insert "Spanish Grammar Computerized I", side 2 into drive A. The disk is self-booting.

6. Main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   RETURN - selects the lesson
   ? explains the function of each key

7. Have students select "Direct Object Pronouns." A new menu appears giving students the following options:
   - Practice
   - Review
   - Return to Main Menu
   - Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, the teacher can place directions on the board.

   Have students select "Review" and go over the uses of the direct object pronouns. They are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each exercise. Have students do as many of the exercises as time and availability of the computer lab allows. Ask students to record each score and repeat the segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Have students enter sentences from the board (or from dictation). These sentences will all contain a direct object, which the student should underline. After the correct direct object has been identified, the student should replace it with the correct direct object pronoun. Remind students about placement!!

Reinforcement: Substitution drill:

La profesora _____ ve.

me
you
him
her
it
us
them

Summary:

1. What is a direct object pronoun?
2. How can we recognize a direct object pronoun?
3. Where is the direct object pronoun usually located?
4. Name other locations for the direct object pronoun.
5. Where do we place the direct object pronoun in a command?

Homework:

Write 5 original sentences that contain a direct object. Rewrite the sentences, substituting a direct object pronoun for the direct object noun.

Enrichment:

Have students enter their homework sentences into the computer, underlining all the direct objects.

Topic 59: Indirect Object Pronouns

Aim: How do we use indirect object pronouns in Spanish?

Performance Objectives: Students will be able to:

- identify the indirect object pronoun when it is used in a sentence
- use indirect object pronouns correctly in a sentence
- replace an indirect object with its proper indirect object pronoun in a sentence
- create original sentences, using indirect object pronouns, for oral presentation to the class

Materials:

- Apple computer lab
- software: "Spanish Grammar Computerized I," side 2, by Lingo Fun Inc.
- teacher-prepared transparency
- overhead projector

Motivation:

Give a piece of paper to one of the students. Ask the class to give an English sentence showing the action that has just taken place. Answers may vary. Some examples are:

He/She gave a piece of paper to her/him.
The teacher gave a piece of paper to the student/Mary/John.
Ms. Gomez/Mr. Montalvo gave a piece of paper to John/Mary.

Explain to the class that the indirect object answers the question whom or to whom. Ask the class to find the indirect object of the model sentences. When the indirect object is replaced by a pronoun, we form indirect object pronouns.

Development:

1. State the following sentences and have students repeat them. Then place the sentences on the board. They will be used to guide students through the lesson.

a. Doy el libro a Juan.	Le doy el libro.
b. Compro forros para los libros.	Les compro forros.
c. Quiero dar pan a la pobre.	Le quiero dar pan. Quiero darle pan.
d. Traiga el libro a María.	Tráigale el libro.

2. Use the overhead projector to display the following transparency:

Juan ___	me te le nos les	_____ da el libro.	John gives me	the book. you him/her/you

3. Remind students that pronouns replace nouns and must keep the same number and gender as the nouns they replace.

4. The indirect object pronoun normally answers the question to whom or for whom something is done or said.
   Example: I give John the book.
   Book - direct object
   John - indirect object because it tells
   to whom I give the book

5. Until the use of the indirect object pronoun becomes automatic, students should follow these three steps:

   a. Identify the indirect object in a sentence (ask to whom or for whom).
   b. Substitute correct indirect object pronoun (me, te, le, nos, les).
   c. Put pronoun in correct position, before the conjugated verb or attached to the end of the infinitive. Use the examples on the board as an aid to students in making the distinction. For example: Doy el libro a Juan.
   . To whom am I giving the book? A Juan (indirect object)
   . What pronouns replace a Juan? Le - to him
   . Place the pronoun before the verb: Le doy el libro.
   Repeat the procedure for sentence b on the board.

6. In the command form, object pronouns are attached to the end of the verb.

7. Have class insert "Spanish Grammar Computerized I," side 2, into disk drive. The main menu will appear on the screen. Familiarize students with the functions that are operative throughout the lesson:
   ESC - moves the cursor to the option to be chosen
   Return - selects the lesson
   ? - explains the function of each key

   Have students select "Indirect Object Pronouns." A new menu appears giving students the following options:
   . Practice
   . Review
   . Return to Main Menu
   . Instructions

   Students should always begin the computer portion of the exercise by choosing "Instructions." This option explains how the program functions. It will tell students, for example, how to form accent marks and tildes. It will explain the meanings of symbols that are used throughout the program. Since each computer program functions differently, it is good practice for students to always look at the instructions first. This avoids misunderstanding and frustration on the part of the student. As an added reminder, the teacher can place directions on the board.

   Have students select "Review" and go over the uses of the indirect object pronouns. They are then to go to the "Practice" segment, which consists of a variety of type-in exercises. The student receives a numerical score at the end of each excercise. Have students do as many of the exercises as time and availability of the computer lab allows. Ask students to record each score and repeat the segment if a low score is achieved. Remind class that they can get help at any time by typing "?" and pressing RETURN.

Application of the Word Processor:

Using the sentences on the board as a guide, have students create 4-5 sentences and then replace the indirect object with an indirect object pronoun.

Reinforcement:

Using the transparanecy as a guide, lead students in substitution drills using all of the indirect object pronouns.

Summary:

1. How can we identify an indirect object pronoun?
2. Can we use ANY pronoun for a particular indirect object? Explain.
3. Where is the indirect object pronoun usually located?
4. Name other locations for the indirect object pronoun and the reasons for its location.
5. Where do we place the indirect object pronoun in a command?

Homework:

La Tarea - attached

Enrichment:

Using an article from a newspaper or magazine, find ten sentences that contain an indirect object. Rewrite the sentences, substituting an indirect object pronoun for the indirect object noun.

LA TAREA

Rewrite each sentence using the indirect object pronoun in parentheses.
Example: El muestra el carro (a mí). El me muestra el carro.

1. Ella enseña la lección (a ellos). _____
2. El da el dinero (a ella). _____
3. Ellos dicen mucho (a tí). _____
4. Ellos dicen mucho (a usted). _____
5. Ella venda fruta (a nosotros). _____
6. Leo el libro (a ellos). _____
7. Leo el libro (a él y a ella). _____
8. Muestre la casa (a los amigos). _____
9. Canta la canción (a tí y a mí). _____
10. Canta la canción (a mí). _____

Rewrite each sentence twice, inserting and changing the position of the object pronouns.

11. No quiero hablar (a ellas).
    a. _____
    b. _____
12. Deseo cantar (a ella).
    a. _____
    b. _____
13. Puedo explicar (a José y María).
    a. _____
    b. _____
14. Voy a visitar (a mí madre).
    a. _____
    b. _____
15. Espero escribir (a tí).
    a. _____
    b. _____

Rewrite each command, using the appropriate affirmative form.

16. ¡No me toque usted! _____
17. ¡No les compren! _____
18. ¡No nos escriban! _____
19. ¡No les vendamos! _____
20. ¡No le inviten! (a él) _____

SECTION IV

TOOL SOFTWARE

Topic 60: Una Familia Española (Data Base)

Aim: How can a data base be used to sort members of a family?

Performance Objectives: Students will be able to:

- use a data base to record the names of the members of a Spanish family
- sort the names of the family members alphabetically
- sort the family members by age

Materials:

- Apple computer with 128K memory
- Appleworks software
- worksheet with the names and ages of the members of a Spanish family

Motivation:

Distribute a worksheet with the names and ages of a Spanish family. How are these people related? Who is the oldest? Who is the youngest?

Development:

1. Discuss the name and age hand-out with the class. Ask the students how they could make an alphabetical list of the family members. Ask how they could list the family members by age.

2. Ask the students how they could make a list of the members of the family listed by name and age. Discuss the use of a data base to control and manipulate information (fact, data).

3. Have the students boot up the Appleworks program and data disk containing the data base file La Familia. Then ask the students to fill in (input the data) the data base with the names and ages of the Spanish family as indicated on their hand-out.

4. After the names and ages have been typed in, tell the students to press the Open Apple and Z so that a complete list of the nine people is on the screen. If the complete list is not visible, have the students press the up arrow key until all nine names are visible.

5. Have the students arrange the list alphabetically, in ascending order (i.e., A to Z).

6. With the cursor in the "names" column, have the students press Open Apple-A. When asked how they want the names arranged, have them choose number 1, A-Z.
   To print out this alphabetical listing of the family members, press Open Apple-H. (Make sure your printer is turned on and on-line).

7. To arrange the list of family members by age, have the students move the cursor to the "age column." Tell them to press Open Apple-A. To arrange the list from the oldest family member to the youngest, have them select number 4, 9 to 0. To arrange the family members from the youngest to the oldest, have the students choose number 3, 0 to 9.

   To print out this listing of the family members by age, press Open Apple-H.

Summary:

1. How can data bases be used to record the names and ages of a family?
2. How can a data base help sort a list of names alphabetically?
3. How can a data base sort a numerical list?

Homework:

1. Draw a "family tree" and write in the names and ages of the members in your family. Describe how you would create a data base for these facts.

2. Make a list of the names and ages of the people in your family. Create a data base and put their names and ages into it.
   a) Sort the names alphabetically.
   b) Sort the ages from oldest to youngest.

3. Make a long list of your friends and neighbors and try to find out their ages. Create a data base and fill in the appropriate fields. Sort the data base in several ways and describe your findings.

Enrichment:

Make a list of the names, ages, height and hair color of your family or friends. Sort the data base in different ways. Describe your findings.

Topic 61: El Mundo Hispano (Data Base)

Aim: How do we use a data base to sort the names of the countries where Spanish is spoken?

Performance Objectives: Students will be able to:

- construct a simple data base
- identify the countries of the world where the Spanish language is spoken
- sort the Spanish-speaking countries of the world alphabetically
- identify and sort the Spanish-speaking countries of the world by continent

Materials:

- Apple computer with 128K memory
- Appleworks software
- large map of the world
- chalkboard or activity chart

Motivation:

Present a large world map to the class. Ask the students to identify the seven continents. Then ask them to name as many countries as they can where they think the Spanish language is the official language. (Spanish-speaking countries are located in North America, the Caribbean, and Central and South America as well as in Spain and the Canary Islands, off the coast of Africa.)

Development:

1. Discuss in detail the countries of the world where the Spanish language is spoken and is an official language. Identify the continent on which that country is located. Parenthetically indicate the article associated with the country's name. List this on a chalkboard or activity chart.

2. Is the Spanish spelling of each country the same as the English spelling?

3. Have the student boot up the Appleworks program. From the Main Menu, select "Add Files to the Desktop." From the Files Menu, select 4, "Data Base," and then select from the Data Base Menu, "From Scratch." Title the program: PAISYLENGUA. Use the right arrow key to go beyond the "1" in "Category 1" and then erase it by pressing the delete key.

4. Create the data base. The students will need four (4) fields or categories: Country, Continent, Def.Article, and English Sp(elling). Press ESCAPE, then RETURN.

5. Fill in the data base with the information discussed in class. Then press open Apple and F at the same time. The screen will show: Find all records that contain _____. Type in: South America. Open Apple-Z will either get you a list (zoom-out) or an individual record (zoom-in).

6. Use open Apple-F to sort the data base by continent/area, Spanish name, English name.

7. Using open Apple-A, arrange the data base alphabetically.

8. Print out the data base.

Summary:

1. Is Spanish spoken only in Spain?
2. In what areas of the world is Spanish spoken?
3. Can you pronounce the Spanish names for the countries where Spanish is spoken?
4. What are the English names of the countries where Spanish is spoken?
5. In which continents/areas is Spanish the predominant language?

Homework:

1. On a map of the world, have students identify countries in which Spanish is the official language.

2. Label the map with the Spanish names and make sure to use accents and the definite article where necessary.

Enrichment:

1. Choose a Spanish-speaking country and prepare a report for the class.

2. Prepare a chart with the names of some Spanish-speaking countries and an example of one of their postage stamps.

3. Enlarge the data base by adding additional fields (e.g., size of population and land mass). Do research on various countries and fill in the data base. Sort and print out the data base by these additional fields.

File: PAISYLENGUA
Report: paisylengua

Category COU	CONTINENT	DEF. ARTICLE	ENGLISH SP
ARGENTINA	SOUTH AMERIC		ARGENTINA
CUBA	CARIBBEAN		CUBA
REPUBLICA DO	CENTRAL AMER	LA	DOMINICAN RE
E[U4D0R	SOUTH AMERIC		ECUADOR
GUATEMALA	CENTRAL AMER		GUATEMALA
PARAGUAY	SOUTH AMERIC		PARAGUAY
PERU	SOUTH AMERIC		PERU
ESPANA	EUROPE		SPAIN

Topic 62: El Mundo Hispano (Spreadsheet)

Aim: How can a spreadsheet be used to store and manipulate data?

Performance Objectives: Students will be able to:

- fill in a spreadsheet
- use a spreadsheet to make large calculations
- use a spreadsheet to make comparisons
- use a spreadsheet to hold data

Materials:

- Apple computer with 128k memory
- Appleworks software
- spreadsheet template
- large map of the world
- encyclopedia or other reference texts

Motivation:

Display a large world map:

Ask the children to find the continent of South America and identify those countries which are Spanish speaking, ie. Spanish is the official language. Do the same for other areas of the world

Development:

1. Make a list of countries by area. Each student will have a reference book to look up each country's population and area in square miles.

2. Boot up the Appleworks program disk. Select "Add files to desktop" from the Main Menu. At the Add Files Menu, choose number 5, "Spreadsheet Menu, select number 1, "From scratch." Type the title, "El Mundo Hispano" (without spaces).

3. Create the spreadsheet. Position the cursor in the first column (A) on the third line. Type "Country." Press the Tab key twice and type "Area/Continent." Press the Tab key two more times and type "Population." Finally, press the Tab key two more times and type the heading "Size (Area)."

4. Determine with the students how many countries will be listed in South America. Students should enter each country, starting on use 5. Using their reference books, they will enter, population and area information as well. When this has been done, total the last 2 columns:
   Place the cursor 2 lines below the last entry in the population column and type: @SUM(E5.E13)
   Do the same thing for area: @SUM(G5.G13)
   G5 = first country entered
   G13 = last country entered

5. This procedure can be repeated for Central America, and this totaled as well (lines G17-G23).

6. To get a total of population and area of the two sub-totals, place the cursor 2 lines below the last entry and type:

@SUM(G15,G25)
G15=line of subtotal for South America
G25=line of subtotal for Central America

Summary:

1. In what areas of the world is Spanish an official language?
2. Which countries in South America speak Spanish? Which countries don't?
3. Which countries in Central America speak Spanish? Which countries don't?
4. Which Spanish-speaking country in South America is the largest in area? Which is the smallest? Which has the greatest population? Which has the least?
5. Which Spanish-speaking country in Central America is the largest in area? Which is the smallest? Which has the greatest population? Which has the least?
6. Compare Central and South America in total area and population.

Homework:

1. On a map of Central and South America indicate the countries in which Spanish is an official language.

2. Look up area and population figures for Spain and the Canary Islands.

Enrichment:

Add to the spreadsheet information on other countries in the world where Spanish is the official language.

File: ELMUNDOHISPANO

COUNTRY	AREA/CONTINENT	POPULATION	AREA
ARGENTINA	SOUTH AMERICA	27900000	1072163
BOLIVIA	SOUTH AMERICA	5600000	424160
CHILE	SOUTH AMERICA	11400000	286397
COLOMBIA	SOUTH AMERICA	26000000	439737
ECUADOR	SOUTH AMERICA	8500000	109484
PARAGUAY	SOUTH AMERICA	330000	157042
PERU	SOUTH AMERICA	18100000	496093
URAGUAY	SOUTH AMERICA	3000000	63037
VENEZUALA	SOUTH AMERICA	18000000	352143
		118830000	3400256

Topic 63: Letter Writing (Word Processor)

Aim: How can the word processor help us to improve our skills in letter writing?

Performance Objectives: Students will be able to:

- learn the format for writing a friendly letter in Spanish
- use writing skills acquired in previous lessons
- use the various functions of a word processing program to create and edit a letter

Materials:

- computer lab
- software: any word processing program

Note: For more information about word processing programs, teachers are referred to "MS DOS Tool Software" and "Apple Tool Software" published by the Division of Computer Information Services, New York City Board of Education

Motivation:

Show class a letter received from a Spanish-speaking pen pal. Tell the class that they will have the opportunity to participate in a penpal program, using skills that they have learned in their Spanish class.

Development:

1. Familiarize the students with the word processor that you have chosen for this purpose. Explain to the class that a word processor is similar to a typewriter in its basic operation. continue by explaining that the beauty of the processor lies in all its marvelous editing abilities. Each student should be given a blank work disk. The disks should be labeled with the student's names and filed for use in the computer lab.

2. Show the class some of the options available to them on the word processor, such as delete, insert, move, erase. The class should try typing a few simple sentences and then see the finished product by running it off on a printer. The students will be amazed and impressed with the ease with which they will be able to master this new skill!

3. Devote one or more class sessions teaching the format for writing a friendly letter. Stress such things as: writing the date in Spanish, salutation and closing.

4. Have a pen pal list available for students. Students will choose and compose a letter to their new penpals, introducing themselves by giving a short description of themselves, their likes and dislikes, and their favorite leisure-time activities.

5. Review with students the correct procedure for loading disks in the computer. Direct them to load their word processing disk into the disk drive.

6. This particular activity may take several computer sessions. Students should use their notes to type and edit their letters on the word processor. Students should be taught the procedure for saving their work so that they can continue at subsequent sessions.

7. Allow the class 20-25 minutes to use the word processor in writing their letters.

8. When the letters are completed and printed, students should review the hard copy for errors and accents. This can be done in class or as a homework assignment.

9. When a letter has been finished and proofread by both student and teacher, the letter is ready to be mailed.

Summary:

1. What format do we use for writing a friendly letter to a Spanish-speaking friend?
2. What are some of the skills that we have learned that will make this activity possible?
3. What are the advantages of using the word processor to help us write letters in Spanish?

Homework:

Choose a company to contact for travel information, bus and train schedules, tourist attractions and activities, youth hostel locations, and exchange student programs, etc. Outline a letter in Spanish to this company. The letter will be written on the word processor.

Topic 64: Autobiographies (Word Processor)

Aim: How can the word processor help us to write about ourselves?

Performance Objectives: Students will be able to:

- learn how to write short, simple paragraphs using grammatical structures learned in class
- use the various functions of a word processing program to put together a short autobiography

Materials:

- computer lab
- software: any word processing program
- student paragraphs written during the course of the semester and saved on disks

  Note: For more information about word processing programs, teachers are referred to "MS DOS Tool Software" and "Apple Tool Software" published by the Division of Computer Information Services.

Motivation:

Distribute teacher-prepared disks containing a completed autobiography, which students will read and use as a model to create their own.

Development:

1. Have students load the model autobiography into the computer. Students can take turns reading it aloud. Review special grammatical points as they occur in the model (i.e., SER and ESTAR, GUSTAR, specialized vocabulary).

2. Distribute to students the disks they have been using during the semester to save different items which can be used in creating their own autobiographies.

3. Students should remove the model autobiography disk and insert their individual disks. Using the functions of the word processor, students should combine the paragraphs they have already written into a unified whole and edit where necessary.

4. Print out student work and distribute.

Summary:

1. How do we use the verb GUSTAR to express our likes and dislikes?
2. When do we use SER and ESTAR?
3. How did the word processor help us to unify our autobiographies? Which functions did you find especially helpful?

Homework:

Correct the hard copy of your autobiography. Put in all accents.

Follow-Up Activity:

Using the word processor, enter final corrections and print out the final hard copy. Add accents carefully. The autobiographies can be compiled into a booklet, "Somos Amigos," with each student receiving a copy.

APPENDICES

Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The copyright of the enclosed diskettes, however, belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, they are available under the Board of Education contract # P-3086, item # 11-99-6000.00.3 from:

Athana Incorporated
Suite 106
2730 Monterey Street
Torrance, California 90503
1-800-421-1591
Att: Carol Romeo

Copying Public Domain Diskettes for the Apple IIe and Apple II Plus

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write-protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

   Copy another diskette (Y/N)?

   the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .

   You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press anyey on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

Copy another diskette (Y/N)?

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

Copying Public Domain Diskettes for MS DOS

To make a copy of your software diskette, follow these steps:

1. Before proceeding, be sure that the diskette you wish to copy is write protected. Write protecting your diskette will prevent you from accidentally erasing or overwriting any of its programs or files during this or any other use of the diskette. You can write protect a diskette by placing a small piece of tape over the write protect notch on the diskette's left side.

2. Insert the DOS 3.3 System Master diskette into drive 1 and turn the computer and the monitor on. When the Applesoft prompt and cursor appear appear type in RUNCOPYA and press RETURN.

3. The screen will display the message

```
APPLE DISKETTE DUPLICATION PROGRAM
ORIGINAL SLOT:   DEFAULT = 6
```

   Press RETURN.

4. The screen will display

```
ORIGINAL SLOT: 6
        DRIVE:    DEFAULT = 1
```

   Again, press RETURN.

5. The screen will display

```
DRIVE: 1
```

   and add a new message:

```
DUPLICATE SLOT:  DEFAULT = 6
```

   Press RETURN.

6. The screen will display

```
DUPLICATE SLOT: 6
```

   and ask one last question:

```
DRIVE:    DEFAULT = 2
```

   If you are using an Apple II Plus or IIe with one disk drive, change the number 2 to 1 and press RETURN. If your machine has two disk drives, simply press RETURN. The screen will display

```
-- Press 'RETURN' key to Begin Copy --
```

7A. If you are using a computer with two disk drives, the screen will give you no further instructions. Remove the DOS 3.3 System Master diskette and insert the source diskette into drive 1. (The source diskette is the diskette you want to copy.) Insert the target diskette into drive 2.

(NOTE: It is not necessary to format a new diskette before using it as the target diskette. The Apple II Plus or IIe will format it automatically before copying onto it.)

Press RETURN. Reading and Writing messages will appear alternately as the computer reads the source diskette and writes onto the target diskette. If the target diskette has not been formatted before, the screen will also display Formatting.

7B. If you are using a computer with a single disk drive, press the RETURN key. You will have to alternately insert and remove both the source diskette and the target diskette during the copying procedure. The screen will tell you what to do at the proper times. Follow its instructions carefully. When you insert the target diskette for the first time, the screen will display the word Initializing while it proceeds.

When the screen displays the message

DO YOU WISH TO MAKE ANOTHER COPY?

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y and press RETURN. The screen will repeat the message

-- Press 'RETURN' key to Begin Copy --

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City Public Schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Caring for Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

For More Help . . .

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City public school teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

Brooklyn TAC
3000 Avenue X
Brooklyn, N.Y. 11235
(718) 769-2860

Brooklyn TAC East
P.S. 166
800 Van Siclen Ave.
Brooklyn, N.Y. 11207
(718) 257-7741, 257-7556

Manhattan TAC North
134 West 122 Street
New York, N.Y. 10027
(212) 662-0122

Manhattan TAC South
122 Amsterdam Ave. - Rm. 374
New York, N.Y. 10023
(212) 769-2710

Queens TAC
167-01 Gothic Drive
Jamaica, N.Y. 11432
(718) 658-0491

Staten Island TAC
1200 Manor Road
Staten Island, N.Y. 10314
(718) 494-5042

Bronx TAC
1000 Teller Avenue
Bronx, N.Y. 10456
(212) 588-0279

List of Software Used In This Text

Cara a Cara	Heinle and Heinle	Apple	88-3415.83.0
El Mundo Hispánico	D.C. Heath	Apple	66-9098.23.X
Practiquemos El Espanol 1	EMC Publishing	Apple	60-3460.04.6
Practiquemos El Espanol 2	EMC Publishing	Apple	60-3460.05.4
Spanish Basic Vocabulary Builder	National Textbook	Apple	84-4294.11.X
Spanish Level I and II	NYC Board of Education	Apple	88-3158.05.1
		MS DOS	88-3158.04.3
Spanish Grammar 1	Intellectual Software	Apple	87-2004.91.0
		MS DOS	87-2000.49.4
Spanish Grammar 2	Intellectual Software	Apple	87-2004.93.7
		MS DOS	87-2008.23.1
Spanish Grammar 3	Intellectual Software	Apple	87-2008.64.9
Spanish Grammar Computerized	Lingo Fun Inc.	Apple	55-7186.00.5
Spanish Grammar Computerized I	Lingo Fun Inc.	Apple	55-7186.01.3
Spanish Kidwriter "Creacuentos"	Gessler	Apple	88-0433.55.8
Un Día Típico	D.C. Heath	Apple	66-7909.83.4

RELATED CURRICULUM MATERIALS

PUBLICATIONS

- Computers in the Spanish Classroom
  Student Study Guide
  ISBN 88315-972-4

SOFTWARE

- Spanish Levels 1, 2
  APPLE ISBN 88315-805-1
  MS DOS ISBN 88315-804-3